



ARKANSAS DEPARTMENT OF EDUCATION

LEA APPLICATION FOR
SCHOOL IMPROVEMENT GRANT FUNDS
TITLE I, SECTION 1003(g)

LEA APPLICATION FOR
SCHOOL IMPROVEMENT GRANT FUNDS
SIG ARRA 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

| | |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| LEA Name: Helena-West Helena School District - Central High School | |
| Mailing Address (Street, P.O. Box, City/Zip) 305 Valley Drive Helena-West Helena, AR 72345 | Starting Date June 2011 |
| Name, title and phone number of authorized contact person: Willie C. Williams, Superintendent 870.338.4425 | Ending Date July 2014 |
| Amount of funds requested: \$5,386,914 | Number of schools to be served: 1 |

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on March 14, 2011 (Date).

Signature:
Superintendent of Schools AND
Signature:
School Board President

Date:

Date:

| ADE USE ONLY | |
|-------------------------------|------------------------------|
| Date Received: _ _ _ _ _ | Obligation Amount: _ _ _ _ _ |
| Reviewer Signature: _ _ _ _ _ | Approval Date: _ _ _ _ _ |
| Reviewer Signature: _ _ _ _ _ | Approval Date: _ _ _ _ _ |

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the Federal Register on October 28, 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring. Title I secondary schools in improvement, corrective action or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have has a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools. An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identifies as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools "newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

The Department of Education Appropriation Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

State and LEA Allocations

Each state (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of ESEA. An SEA must allocate at least 95 percent of

its school improvement funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business. Civil rights, and community leaders that have a interest in its application.

FY 2010 SUBMISSION INFORMATION

Electronic Submission:

The ADE will only accept an LEA's 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The LEA should submit its 2010 application to the following address:
cindy.hogue@arkansas.gov

In addition, the LEA must submit a paper copy of page 2 signed by the LEA's superintendent and school board president to : Cindy Hogue
Four Capitol Mall, Box 26
Little Rock, AR 72201

Application Deadline:

Applications are due on or before April 8, 2011

For Further Information:

If you have any questions, please contact Cindy Hogue at (501) 682-5615 or by email at cindy.hogue@arkansas.gov .

SECTION A, Part 2: Schools to be Served

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

Using the list of Tier I, II and III schools provided by ADE, complete the information below, for all Tier I, II and III schools the LEA will serve. The Intervention Model must be based on the "School Needs Assessment" data.

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

| SCHOOL NAME | NCES ID# | Grade Span | TIER I | TIER II | TIER III | INTERVENTION (TIER I AND II ONLY) | | | |
|--------------|----------|------------|-------------------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|-------------------------------------|
| | | | | | | Turnaround | Restart | Closure | Transformation |
| Central High | | 9-12 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If an LEA is not applying to serve all Tier I schools it will need to explain why it lacks the capacity to serve these schools.

The LEA is applying to serve the only Tier I school in the district.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

Complete steps 1 and 2, Develop a Profile of the School's Context and Performance. Please develop a profile for each school to be served. (Items in this section have been adapted from Selecting the Intervention Model and Partners/Providers for a Low-Achieving School A Decision-Making and Planning Tool for the Local Education Agency, Center on Innovation & Improvement.)

Step 1 - Develop a Profile of the School's Context

Name of School: Central High School

LEA #: 5403019

Context

1. Grade levels (e.g., 9-12): 9-12
2. Total Enrollment: 658
3. % Free/Reduced Lunch: 100%
4. % Special Education Students: 12.2%
5. % English Language Learners: 0%
6. Home Languages of English Language Learners (list up to 3 most frequent):
 - 1.na
 - 2.na
 - 3.na

7. Briefly describe the school's catchment or enrollment area (neighborhoods, communities served):

Central High, located in Phillips County, serves students in Helena and West Helena as the two towns merged in 2005. It is noted as one of the poorest of Arkansas' 75 counties. The racial make-up of the city consists of 31.85% white, 66.63% African American, 0.19% Native American, 0.47% Asian, 0.01% Pacific Islander, and 0.27% considered from other races. The population of Helena-West Helena is 14,330 according to the 2010 Census. The median income for a household in the city is \$19,896, and the median income for a family is \$23,274. Males have a median income of \$25,087 versus \$17,238 for females. The per capita income for the city is noted as \$12,131. The population consists of 33.8% married couples living together, 28.5% had a female adult only, and 33.3% were non families.

There is a charter school, KIPP Delta Collegiate, located within a two mile radius of the school. KIPP currently enrolls 166 students in grades K-2, 236 students in grades 5-8 and 175 in grades 9-12. A private school serving 283 students PK-12, DeSota is located 4 miles away. Other educational influences include Phillips County Community

College, an accredited two year college that provides career and technical educational opportunities to local high schools and their students.

8. List the feeder schools and/or recipient schools that supply or receive most of this school's students:

| School | Grade Span | | School | Grade Span |
|-----------------|------------|--|--------|------------|
| Miller Jr. High | 7-8 | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

9. Briefly describe the background and core competencies of the school's current key administrators and indicate the number of years they have held the position and the number of years they have been employed in the school and LEA.

| Position | Background and Core Competencies | Years in Position | Years in School | Years in LEA |
|---------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------|-----------------|--------------|
| Principal, Maurice Smith | District Administrator P-12 Building Administrator 7-12 Social Studies 7-12 | 1 | 1 | 1 |
| Assistant Principal, Sanetta Davis | Building Administrator 7-12 Business Tech 7-12 | 4 | 19 | 19 |
| Assistant Principal, Earnest Simpson III | Building Administrator P-8 Building Administrator 7-12 Business Tech 7-12 Coaching 7-12 | 4 | 4 | 4 |
| | | | | |
| | | | | |

10. Describe how administrators are evaluated. By whom? How frequently? What is the process?

Administrators in the Helena-West Helena School are evaluated a minimum of once annually by the Superintendent or his designee utilizing the December 2009 Board approved evaluation instrument. The evaluation is based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards and Performance Indicators. Thus, the evaluation assesses principal effectiveness on six state and national standards: Organizational Leadership, Instructional Leadership, Management Leadership, Community Partnership Leadership, Ethical Leadership and Environmental Context Leadership. These standards are further defined by performance indicators and rubrics that outline clearly the expected behavior for each indicator. Within the six standards, there are 27 performance indicators. Prior to the formal summative evaluation post conference, the administrators are required to submit a self-reflection form indicating strengths and weaknesses on a minimum of three selected ISLLC Standards and relate it to their capabilities as a leader. Following the summative evaluation post conference, an Administrator Professional Development plan is developed collaboratively between the building administrator and evaluator. Using the Individual Improvement Plan Form, the administrator and evaluator will jointly develop the Improvement Plan which will contain the deficit, performance indicators, resources, strategies and timelines to be used to overcome the deficits. An overall performance summary will be completed by the Superintendent/Designee and will be comprised of the administrator's accomplishments as listed in the Summative Evaluation Form.

Utilizing a differentiated approach to administrator evaluation, the Superintendent or designee conducts informal walk-throughs throughout the year to gather evidence of progress toward the administrator's attainment of goals as established in the Professional Growth Plan. After reviewing the summative evaluation data and performance indicators, the Superintendent/Designee will recommend: renewal of continued employment, additional steps for growth to include more intensive and focused support from the District level, or non renewal if the standards are not achieved.

11. Briefly summarize the process by which teachers are evaluated. By whom? How frequently?

The Helena-West Helena School District Evaluation and Professional Growth Comprehensive Assessment was adopted by the Board of Education July 2010. The plan consists of 6 Domains which include: Domain 1 - Planning Indicators; Domain II - Teaching Strategies Indicators; Domain III - Assessment and Evaluation Indicators; Domain IV - Learning Environment Indicators; Domain V- Professional Growth Indicators; and Domain VI- Communication Indicators. Teacher evaluations are conducted by the building level administrator and occur a minimum of three times annually for teachers with two or less years of experience. For teachers in year three and beyond, evaluations are conducted twice annually.

The Plan outlines teacher activities and administrator activities.

Teacher activities include:

- 1) completion of a Self Evaluation Form using a variety of data sources to identify three areas of strength and three areas of growth to be based on performance standards and evidence of student achievement.
- 2) completing a Planning Information Record for each announced observation.
- 3) completing a Reflecting Information Record following each observation.
- 4) compiling work samples to be submitted with the Educator Information Record and submitted prior to the last observation. This provides an opportunity to document non-observed behaviors in the area of assessment and professional growth.
- 5) developing a Future Growth Plan in collaboration with the administrator.

Evaluator Activities includes the following:

- 1) Review prior evaluations.
- 2) Pre-conference with the teacher.
- 3) Clarify the planning process as noted on the Planning Information Record as needed.
- 4) Record notes regarding events or facts of all classroom observations.
- 5) Look for evidence of the teacher as reflective practitioner who can analyze student performance data in relation to his/her own classroom behaviors.
- 6) Provide feedback for the entire observation process.
- 7) Review the Educator Information Record which provides the teacher the opportunity to document non-observable behaviors in the areas of assessment and professional growth.
- 8) Complete the Comprehensive Assessment Summative Report.
- 9) Discuss performance levels identified on the Summative Report and identify area(s) for the Future Growth Plan.

Although CWTs are not used for evaluation purposes, they are used as indicators of success in the classroom and use of best practices. As the administrators from the school and district level conduct walkthroughs and collect CWT data, teachers that need additional support can be identified. CWTs provide a means of collecting data on specific indicators. As support is provided through job-embedded professional development, it is expected that improvement in the indicators will be realized.

12. Briefly describe previous and current reform and improvement efforts, within the last five years.

During the 2006-2007 school year the following reform efforts were initiated:

- Target testing was revised in conjunction with Great Rivers Education Cooperative (GREC), to reflect specific Student Learning Expectations.
- Algebra A and B was eliminated and every general education student was required to enroll in Algebra I.
- Geometry students were double blocked in the CognitiveTutor laboratory.
- Core area instructors attended preAP and AP conferences and staff development training in the summer/academic year.

During the 2007-2008 school year improvement strategies included but were not limited to:

- implementation of JBHM as a pilot program with the Algebra classrooms was contemplated but the decision was made to utilize the services of JBHM to assist the Central High Leadership Team in developing a clearer focus for classroom observations.
- lesson modeling of open-response type items, mirroring those on the state mandated exams, was provided by GREC math and literacy specialists in individual classrooms based on student and teacher needs.

During the 2008-2009 school year:

- The district partnered with Elbow2Elbow for 20 days beginning January of 2009 to provide job-embedded professional development to literacy and mathematics teachers. A gain of 6 percentage points in the number of proficient students was noted on the 11th grade Literacy exam. When comparing percentages of students proficient to the previous year, a gain of 5 percentage points was noted for Algebra I and a gain of 7 percentage points was noted for Geometry. Central High student gains met or exceeded the state gains for 2008-2009 as state gains were +6 in Literacy, +4 in Algebra I, and +6 in Geometry.
- Central High staff participated in the development of the Total Instructional Alignment document and began utilization of the document in all core areas. Pacing guides were used by teachers as a guide in planning for daily instruction.

The 2009-2010 school year began with Restructuring of Central High to include:

- a new leadership team (principal, curriculum specialist and instructional coaches) being put in place to guide improvement efforts.
- the state requiring Central High to implement America's Choice. This was ineffective due to the lack of onsite and job-embedded support the school received for implementation of the model.
- the continuation of the partnership with Elbow2Elbow to provide 30 days of job embedded professional development and support to core area teachers. When comparing percentages of students proficient to the previous year, gains in overall proficiency of +9 in Literacy, +9 in Algebra I and +25 in Geometry were noted. Central High students exceeded gains made by the state as state gains were +6 in Algebra I, +3 in Geometry and +3 in Literacy.
- establishing professional learning communities. Elbow2Elbow assisted in the design of

embedded professional learning communities during the school day to parallel teachers' planning time. The focus of the meetings began with testing strategies across-the curriculum.

- designating common planning periods for each discipline. This resulted in focused time for grade level and department level meetings as well as shared strategies, planning, and assessment techniques.
- integrating ALE as a functioning part of Central High School.
- adding and instituting Tier III Intervention strategies for struggling students.
- increased efforts to involve parents. Cougar CAPS (Career Action Planning for Students) was reinstated so parents and students could work with a faculty advisor to ensure academic requirements, testing opportunities, and long-range goals for students were discussed.
- partial implementation of the Ninth Grade Academy.
- establishing/employing Literacy and Math Coaches to provide support to classroom teachers in improving instruction practices.

The 2010-2011 school year included a continuation and enhancement of practices:

- focusing on classroom instruction to develop a curriculum that is rigorous, intentional, and aligned to national, state and local standards. Professional Learning Communities and Building Level Committees are established but do not always have a clear focus on teaching and learning; Instructional Specialists and Assistant Principals are in place to address curricular concerns in all disciplines. Weekly lesson plans are checked based on an established rubric; feedback accompanies each plan.

- math and literacy remediation. Both occur during the school day and after school, while biology remediation occurs after school. ACT mini-sessions guide opportunities for enhanced learning. Differentiated instructional strategies are encouraged; data notebooks are required in every classroom. Released items from ACTAAP are incorporated into classroom instruction.
- multiple evaluation and assessment strategies. Teacher-made assessments using Edusoft Instructional Management System for alignment and scoring yield individual and group data sources to drive instruction and remediation. Classroom Walk-through data gives an overview of classroom trends and patterns. Students' Individual Education Plans and Academic Improvement Plans are modified, monitored and updated.
- implementation of behavioral modification forms. Counselors log student services to ensure individual needs of students are addressed. Disciplinary referrals are documented; tracking data analyzed. Revised/updated/enhanced policies were added to the Student Handbook. Security cameras are being installed.
- designating common planning periods for each discipline.
- integrating ALE as a functioning part of Central High School.
- adding and instituting Tier III Intervention strategies for struggling students.
- increased efforts to involve parents .

Step 2 - Develop a Profile of the School's Performance

1. Enter the percentage of all students who tested as proficient or better on the state standards assessment test for each subject available.

| Subject | 2010 | 2009 | 2008 | 2007 | 2006 |
|--------------------------|------|------|------|------|------|
| Reading/Language/English | 36.5 | 27.9 | 21.2 | | |
| Mathematics | 45.5 | 24.4 | 18.3 | | |
| Science | 24% | 22% | 6% | | |
| Social Studies | | | | | |
| Writing | | | | | |
| | | | | | |

2. Student analysis from the past 3 years - enter the percentage of students in each subgroup who tested proficient or better on the state standards assessment test for each subject available.

Test Year: 2008-2010

| Subject | White, non-Hispanic | | | Black, non-Hispanic | | | Hispanic | | | Other Ethnic | | | Special Education | | |
|----------------------------------|---------------------|------|------|---------------------|------|------|----------|------|------|--------------|------|------|-------------------|------|------|
| | 2010 | 2009 | 2008 | 2010 | 2009 | 2008 | 2010 | 2009 | 2008 | 2010 | 2009 | 2008 | 2010 | 2009 | 2008 |
| Reading/ Language/ English | 100 | 3 | 40 | 36 | 28 | 21 | na | na | na | na | na | na | 27 | 22 | 14 |
| Mathematics | 57 | 40 | 9 | 45 | 24 | 19 | na | na | na | na | na | na | 33 | 8 | 7 |
| Science | 0 | 50 | na | 24 | 22 | 6% | na | na | na | 100 | na | na | 11 | 0 | na |
| Social Studies | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

3. Student analysis from the past 3 years - enter the percentage of students at each grade level in this school who tested proficient or better on the state standards assessment test for each subject available.

Test Year: 2010

| Subject | 3rd Gr. | 4th Gr. | 5th Gr. | 6th Gr. | 7th Gr. | 8th Gr. | 9th Gr. | 10th Gr. | 11th Gr. | 12th Gr. |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| Reading/Language/English | | | | | | | | | | |
| Mathematics | | | | | | | 38 | | | |
| Science | | | | | | | | 24 | | |
| Social Studies | | | | | | | | | | |
| Writing | | | | | | | | | | |
| Other Geometry | | | | | | | | | 47 | |

Test Year: 2009

| Subject | 3rd Gr. | 4th Gr. | 5th Gr. | 6th Gr. | 7th Gr. | 8th Gr. | 9th Gr. | 10th Gr. | 11th Gr. | 12th Gr. |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| Reading/Language/English | | | | | | | | | 27.9 | |
| Mathematics | | | | | | | 29 | | | |
| Science | | | | | | | | 22 | | |
| Social Studies | | | | | | | | | | |
| Writing | | | | | | | | | | |
| Other | | | | | | | | | | |

Test Year: 2008

| Subject | 3rd Gr. | 4th Gr. | 5th Gr, | 6th Gr. | 7th Gr. | 8th Gr. | 9th Gr. | 10th Gr. | 11th Gr. | 12th Gr. |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| Reading/Language/English | | | | | | | | | 21.2 | |
| Mathematics | | | | | | | 22 | | | |
| Science | | | | | | | | 06 | | |
| Social Studies | | | | | | | | | | |
| Writing | | | | | | | | | | |
| Other | | | | | | | | | | |

4. Average daily attendance percentage for the 2009-10 school year: 92.3%

5. Mobility rate for the 2009-10 school year: 11%

6. Graduation rate for all students for the 2009-10 school year: 56.5%_

Graduation rate percentage for past 3 years: (high schools only)

| | All Students |
|------|--------------|
| 2010 | 56.5 |
| 2009 | 72.6 |
| 2008 | 76.8 |

Key Questions

1. Which subpopulation of students are experiencing the lowest achievement?

To determine which students are experiencing the lowest achievement, an analysis of students that score proficient on the 11th grade Literacy Exam, Algebra Exam, and the Geometry Exam was conducted.

Students with disabilities are 100% below proficient in Literacy, 92% below proficient in Algebra, and 86% below proficient in Geometry. Additionally, African American males and females are experiencing low achievement levels in Literacy, Algebra and Geometry. On the 2010 Literacy examination for 11th grade, there were 147 students tested, 145 of which were African American, 49 or 33.7% were African American males scoring below proficient, 7 of of these students were classified as receiving special

services and 46 or 31.7% were African American females, with 4 of those students classified as receiving special services.

On the 2010 Algebra I examination, there were 153 students tested, 147 of which were African American with 40 or 27.2% African American males scoring below proficient, 7 of these students were classified as receiving special services and 40 or 27.2% were African American females scoring below proficient, with 2 of those students classified as receiving special services.

On the 2010 Geometry examination, there were 148 students tested, 143 of which were African American, 36 or 25.1% were African American males scoring below proficient, 5 of these students were classified as receiving special services and 43 or 30% were African American females scoring below proficient, with 2 of those students classified as receiving special services.

Benchmark Literacy and EOC data revealed that African American students, both male and female, at Central High are not performing at acceptable levels in literacy or math. Gradual improvements are being noted in both areas. Literacy data indicates the greatest need with only 36.5% of the combined student population tested scoring proficient or better on the exam. The Geometry exam data indicates that 47% of the combined student population tested scored proficient or better, and the Algebra I exam data indicates that 43% of the combined student population scored at the proficient level or above.

2. Which subpopulation of students are experiencing the lowest graduation rates?

The population at Central High consists of 98% African American and 2% Caucasian. Students experiencing the lowest graduation rates are African American males and females. This includes subpopulations of Economically Disadvantaged, Students with Disabilities, and Highly Mobile students. Graduation rates have declined significantly over the past three years from 76.8 in 2008 to 56.5 in 2010.

3. In which subjects are students experiencing the lowest achievement?
Student performance is unacceptable in all subjects.

Further review of the literacy data for 2010 indicated that of the 147 students tested, 36.5% of the combined population scored proficient or advanced on the Grade 11 Literacy Exam; 50 or 35% of African American students scored proficient or advanced; 100% or 2 of Caucasian students scored proficient or advanced; 52 or 36% of Economically Disadvantaged students scored proficient or advanced; 0% of Students with Disabilities scores proficient or advanced. The lowest performance in 2010 was on Reading Practical passages. Data analysis of students' writing scores on the Grade 11 Literacy Exam revealed a gradual increase in student performance since 2008. In 2008 only 21.2% of the combined population scored proficient or better. The data revealed that students perform better on the Open Response portions of the Reading exam when compared to the Multiple Choice sections. Students also performed less well on the Multiple Choice section on the Writing portion of the exam. These findings were contrary to accepted beliefs that students of poverty and minority subgroups would have scored higher on the multiple choice type questions than the Open Response or Writing portions of the exam.

A review of the Algebra I data for 2010 indicated that 153 students were tested and 38% of the combined population scored proficient or advanced on the exam; 55 or 38% of African American students scored at proficient or advanced; 50% or 3 Caucasian students scored proficient or advanced; 58 or 38% of Economically Disadvantaged students scores at proficient or advanced; 8% or 1 Student with Disabilities scored proficient or advanced. The lowest identified areas for the combined population were Open Response type questions in each strand tested. From 2009 to 2010 there was a 16% increase in the number of proficient students in Linear Functions and Data Interpretation and Probability. A 7% increase was noted in the Language of Algebra strand, a 3% increase in proficiency in the Solving Equation and Inequalities strand, and a 6% increase in proficiency in Non-Linear Functions.

In 2010, 148 students were tested and 70 or 47% of the combined student population scored proficient or advanced on the EOC Geometry Exam; 66 or 46% of the African American Students scored proficient or advanced; 3 or 75% of the Caucasian students scored proficient or advanced; 70 or 47% of the Economically Disadvantaged students scored proficient or advanced; 0% of students with disabilities scored proficient or advanced. The lowest identified areas for the combined population for each year the test has been administered was Open Response type questions. From 2008 to 2010 there has been a gain of 21% in students scoring proficient on the Geometry exam in the Language of Geometry, +11% in Triangles, +2% in Measurement, +13% in Relationship Between 2 and 3 Dimensions and +8% in Coordinate Geometry and Transformations.

4. What characteristics of the student demographics should be taken into account in selecting a model and external partners and/or providers?

The characteristics of student demographics that should be taken into consideration in selecting a model and external partners and/or providers include Central's low income and African American student population. One-hundred percent of Central's population receives free or reduced meals. Many of the Central students come from households of generational poverty. The average daily attendance percentage is 93.2 % which is below the state average high school attendance rate of 94.5%. Students arrive at Central High from the feeder school lacking many of the basic skills needed for success. A culture of low expectations exists, and as student surveys indicated, there is a feeling that the adults in charge of their education do not care about them and do not believe that success is possible. It is crucial the provider chosen be willing and equipped to confront the overall culture of low expectations and the lack of educational rigor that exists. A model is needed that will develop highly effective instructional leaders and teachers who believe that success is possible and who will deliver a quality education to ALL students.

In selecting the model and external partners, the LEA Team carefully considered the Transformation Model's approach to the economic and racial aspects of the student population. The Team decided that a requirement for assistance would come from Specialists with Arkansas certification and successful experience working in Delta schools. Prospective Specialists and External Providers were interviewed and evaluated based on their understanding of the challenges of working with under-performing schools as well as students and families of poverty and the African American culture. The External Provider must be able to establish a level of trust that is inherent in the African American culture and understand the cultural differences that impact parental involvement. The Provider will work with the school and district staff to create an action plan that includes active, effective recruitment and involvement of parents, community members and minority representatives to partner with the school in meaningful ways and to remove barriers to student learning.

The Transformation Model requires the implementation of ongoing, high-quality, job-embedded professional development that addresses the diverse needs of the Central High student population. A qualification of the selected Provider was to have Specialists trained in and able to support Arkansas initiatives such as those identified through Smart Start, Smart Step, Next Step, the Classroom Walk-through model and the Arkansas Coaching model. Additionally, since students with disabilities are a subgroup of low performance, the Provider was required to have Specialists qualified and experienced in this area. It was also a requirement of the Transformation Model for the Provider to have Specialists who were intricately knowledgeable about and able to support the ADE newly proposed teacher evaluation system, as this system supports the differentiation that needs to occur in Central High classrooms. Since using data to drive instruction is an objective of the Transformation Model, the Provider was to have experience with interim assessments to include using the D2SC software, analyzing data from interim assessments, and working with teachers to use the data to inform classroom instruction in order to meet the needs of every student.

In the Transformation Model, an additional qualification for the Provider was to work with the Central High School leadership and staff to create culturally responsive classrooms as they select culturally sensitive instructional resources that are researched-based and actively engage students in learning. The Provider will also work with the Helena-West Helena School District to seek appropriate social-emotional and community oriented services and supports for students and evaluate all remediation and supplementary programs to ensure they are used effectively to support student achievement. Additionally, the Provider will work with the Helena-West Helena School District to create a tiered intervention system to address the specific needs of students who are experiencing learning problems and students with special needs. The External Provider was required to have the capacity to deliver the services as necessary to accomplish the intended goals of increasing student achievement in the core subjects with a focus on math and literacy at Central High School.

5. What, if any, characteristics of the enrollment areas of the school should be taken into account in selecting a model and external partners and/or providers?

Students arrive at Central High from the feeder school lacking many of the basic skills needed for success.

Compared to statistics for the state, the entire enrollment area is comprised of a student population which includes highly mobile, low income, and high minority learners. This enrollment area necessitates reform efforts that take into account single family homes, parents who may not have completed high school, high unemployment, and who have not developed a high value for education. The needs of the enrollment area point to a new and strategically planned approach to parental involvement.

External partners/providers must have experience working with diverse teachers and administrators as well as working with teachers of high mobility and those lacking teacher certification such as the large group of Teach for America teachers employed at Central High and surrounding schools. The partners/providers should have experience in working with staffs to build community, in building relationships, motivating teachers and becoming change agents.

The school population in general has lacked an intensive embedded model of professional development. A key criterion considered was that partner organizations must have a strong professional development component consistent with the requirements of the Transformation model and aligned with the needs of Central High. The Helena-West Helena School District Superintendent interviewed interested vendors and selected Elbow2Elbow based on the needs of the school and district. Partner organizations and vendors were chosen by the school based upon their track record of effectiveness and compatibility together with their ability to customize their support to the school's needs and their unique profile.

Step 3 Reviews of ADE Scholastic Audit and other School Data

1 A. Provide a detailed summary of the schools progress relative to the Arkansas Standards and Indicators for School Improvement, (ADE Scholastic Audit):

- Discuss the specific findings that led to the “Recommendations”;
- LEA (Leadership) and/or school “Recommendations” identified for implementation;
- Implementation progress;
- Timeline of prioritized “Recommendations” and the
- Evaluation process.

Central High School received their Scholastic Audit in December of 2007. They will have addressed all Standards and recommendations of the report in a four year period beginning with the 2008-2009 school term. School leadership decided on the timeline to address the standards and deficit areas. The focus for year one (2008-2009) was to

address Standard 1 - Curriculum and Standard 4 - School Culture. The focus for year 2 (2009-2010) was to address Standard 2- Classroom Evaluation/Assessment and Standard 3 - Instruction. The focus for year 3 (2010-2011) is Standard 6- and Professional Growth, Development, and Evaluation, Standard 7 -Leadership and Standard 8 - School Organization and Fidal Resources. The focus for year four (2011-2012) will be Standard 5 - Student, Family and Community Support, and Standard 9 - Comprehensive and Effective Planning.

2008-2009 STANDARDS FOR IMPLEMENTATION:

1) STANDARD 1 FINDINGS: -CURRICULUM - 1.1a-There is no curriculum. Some of the elements of a curriculum are available. Textbooks guide instruction in most classes. Computer software programs are used to guide instruction in some classes. 1.1b - There is no vertical articulation of curriculum maps and pacing guides with Jr. High. 1.1c - There is no evidence of a process to identify unintentional overlaps or gaps in curriculum maps or pacing guides in all content or instructional areas. 1.1d - There is no evidence that the district facilitates vertical communication with an intentional focus on the key curriculum transition points between grades or schools. 1.1e - There is no curriculum. Work based learning programs are not available to students. Some of the pacing guides require students to solve real world problems. High school education plans on file in 8th grade have not been signed by parents or faculty advisors. 1.1f - There is no curriculum committee. There is no systematic process in place for annual review of the curriculum. 1.1g - There is no curriculum. Most curriculum maps, pacing guides or course syllabi do not differentiate for the learning needs of students.

LEADERSHIP RECOMMENDATIONS

School leadership must recognize that the curriculum is the constant factor for student achievement. School leadership should identify elements of a curriculum. District and school leadership must establish a curriculum committee composed of teachers representing all courses. The curriculum must be implemented in all grades and content areas. School leadership should determine a common format for all teachers to develop or refine their curriculum maps, pacing guides, and course syllabi. School leadership should implement the curriculum through:

- providing ongoing and job embedded professional development in curriculum content for all teachers;
- implementation of a monitoring plans that ensures that teachers address the specific learning objectives;
- implementation of a monitoring process to ensure that teachers incorporate higher order questioning and thinking skills.
- scheduling horizontal and vertical team meetings among teaching staff to determine gaps and overlaps
- protecting instructional time so teachers can teach the curriculum.

School leadership must develop a process and procedure for annual review and evaluation of the curriculum.

IMPLEMENTATION OF PROGRESS

Due to a change in central office leadership and building- level leadership, implementation of the recommendations has been limited. The current district administration has taken steps to address the deficiencies and organize a plan to evaluate curriculum. Central High School has available pacing guides that are aligned to Arkansas Frameworks. A detailed lesson plan format is required for every teacher's use, and lesson plans are scored by building administrators using a rubric; feedback is included on a weekly basis. Significant strides have been made in the protection of instructional time, requiring of bell-to-bell instruction, encouragement of time on task, and focusing on specific learning objectives based on Arkansas Curriculum Frameworks. Some teacher training in the use of high yield strategies, differentiated curriculum, real-world learning applications, and higher order thinking and questioning has taken place, but consistent use of new learning appears short lived. The current administration recognizes the value of working with teachers individually and in small groups, modeling best-practice lessons, assisting with teacher planning, and guiding teachers in using state resources to improve student achievement. Ongoing and job embedded professional development in literacy and math is being provided by E2E Specialists; embedded professional development has occurred in some science and history classrooms on a limited basis addressing reading and testing strategies. All content areas are required to incorporate reading and writing as pieces of quarterly and semester exams. There is currently no consistent plan to monitor the specific strategies used by teachers except in math and literacy; therefore, feedback on the application of new teaching tools in other curricular areas is limited. Core department meetings are scheduled twice per month where materials, techniques, and strategies are discussed, but little progress has taken place in vertical and horizontal alignment with no documentation available as a baseline for monitoring or revising curriculum.

2) STANDARD 4 FINDINGS - SCHOOL CULTURE - 4.1a - There is limited evidence that school leadership supports a safe, orderly and equitable environment. Discipline and consequences are not consistent among students. Discipline data is not analyzed for use in planning and decision making. There is limited exemplary work displayed to communicate academic expectations to students. Few operational procedures are in place to minimize classroom disruptions. Security cameras in hallways and on school grounds are currently inoperable. School Resource Officers and three Security Guards patrol the campus. The intercom is inoperable in some areas of the school campus. 4.1b - There is no vision statement to guide high academic expectations for teacher and student learning. 4.1f - There is no district policy requiring a flexible master schedule or student-teacher ratio. Some students are grouped based on instructional needs, such as Advanced Placement. 4.1h - Display of student academic success is limited. Few teachers display students' work in the classroom with minimal feedback to enhance student growth. The school does not provide mentoring services for students. Few teachers establish a nurturing environment for students through a positive atmosphere in classrooms. Excessive discipline referrals interfere with creating and sustaining a nurturing environment. Few teachers have established academic and behavioral reward systems in their classrooms. Few teachers volunteer to tutor students after school. 4.1i - School does not have a communication plan. Few parents attend parent-teacher conferences.

LEADERSHIP RECOMMENDATIONS

The school leadership should develop and implement a school wide behavior intervention plan with all stakeholders committed to and supporting the plan. A system should be established to collect discipline data on a regular basis and evaluate effectiveness of the plan. Components of the plan should include a common approach to discipline, a positive purpose statement, expectations for students and staff, procedures for teaching expectations to students, and a system to promote or encourage appropriate discipline of students. District and school leadership must develop and implement a plan that includes multiple strategies for recruitment of teachers. School leadership should help teachers realize their role in student success and assist them in taking ownership for student learning.

IMPLEMENTATION OF PROGRESS

The deficiencies noted in Standard 4 specifically addressing Central High School as an effective learning community while supporting a climate conducive to performance excellence and maintaining a safe, orderly and equitable learning environment have not been fully implemented as outlined in 2008-2009 ACSIP. The current district and building leadership has taken steps to begin to address the establishment of a school wide behavior intervention plan. Limited progress has been made on recruiting teachers. At the present time, the Helena-West Helena School District is enforcing the Reduction in Force policy. School leadership recognizes the importance of teachers taking ownership for student learning. They have begun developing Professional Learning Communities centered around teaching and learning.

2009-2010 STANDARDS FOR IMPLEMENTATION

3) STANDARD 2 FINDINGS - CLASSROOM EVALUATION/ASSESSMENT - 2.1a -

There is no local school board policy to address classroom assessments. Some classroom assessments are not aligned with Arkansas Academic Content Standards. Most teacher assessments are traditional fill-in-the blank, true/false, and multiple choice. Some teachers use assessments similar to EOC exams. 2.1 - Few teachers collaborate in authentic assessment task design. Most assessment tasks do not require demonstrations of what students should know and be able to do. 2.1b - There are no processes to identify curriculum gaps. Few teachers use data analysis to guide their instruction.

LEADERSHIP RECOMMENDATIONS

District leadership should create and adopt a policy that clearly defines authentic, frequent and rigorous aligned assessments that ensure continuous student progress. School leadership should establish a procedure to monitor teachers in implementing authentic and rigorous assessments. School leadership, in collaboration with the district leadership, should provide professional development in the analysis of student work. The professional development should be inclusive of the development and use of rubrics, instructional modifications to improve student performance and high expectations for student work. School leadership, in collaboration with the district

leadership, should provide professional development in the analysis of multiple types of assessments. Data should be analyzed and used to make instructional decisions in the classroom.

IMPLEMENTATION OF PROGRESS

Central High School has attempted a variety of avenues to collect, analyze and act on student performance data to improve classroom instruction and student learning. Prior to the 2010-2011 school year, Central participated in Target Testing in math and literacy through Great Rivers Educational Cooperative; pacing guides and total instructional alignment paralleled the Target Tests. The pacing guides currently in use in math and literacy classes are products from The Learning Institute. During the spring 2011 semester, teachers have been trained in the use of the Edusoft Assessment Management System. Professional development has occurred in the use of the Edusoft System, and partial implementation of the testing system is underway. Barriers to immediate use of Edusoft exist due to the learning curve that inevitably occurs with the implementation of new software, complexity of exam design, teacher mandated paralleling of test items with Arkansas Frameworks, and understanding and interpretation of data. Test items are in the form of multiple choice; thus, the ACTAAP format is only mirrored in part, and the data is only partially useful in instructional decision making. Since no rubric scoring is required, the analysis of student work per classroom is inconsistent and in some situations non-existent.

4) STANDARD 3 FINDINGS- INSTRUCTION - Most teachers do not utilize technology to impact instruction. Most of the technology equipment available is not operable. Technology is available to students on a limited basis. Textbooks are available to some students and are the primary source of instruction.

LEADERSHIP RECOMMENDATIONS

District and school leadership should collaborate with teachers to initiate professional development on the use of research-based practices such as cooperative learning, differentiated learning, and the use of Bloom's Taxonomy higher order thinking and questioning skills. Teachers should receive ongoing training and modeling of the strategies and implementation should be monitored for effectiveness. School leadership should collaborate with teachers to provide appropriate professional development to effectively use available technology in their classrooms. Technology equipment should be operable, and materials and resources needed to support technology equipment should be provided. School leadership should systematically monitor the use and effectiveness of technology on student achievement. District and school leadership and teachers should have professional development on analyzing student work and using the analysis to change instructional practices to improve student achievement. Departmental meetings should be scheduled on a regular basis to address effectiveness of instruction, modes of presentation, data derived from resources documenting instructional techniques, and methods to vary instructional practices.

IMPLEMENTATION OF PROGRESS

Professional development in instructional strategies has taken place through general whole-group sessions, but personalized feedback regarding the use of effective

practices is limited. There is little evidence that students are confronted with rigorous assignments, challenged by intense questioning, or held accountable through the creation of demanding products. Chalkboards, bulletin boards, and display boards are in poor condition; engaging student supplies are not available for classroom use. Technology is visible in classrooms, but teachers state that internet connections are unreliable, many computers are not in working order, and Smartboards are nonfunctioning. Requests for repairs and updates have not been fulfilled in many cases. Reported lab usage reveals that student computer labs are seldom used for teaching and learning purposes. The standard mode of presentation is lecture. Student products observed during classroom walkthroughs appear to be worksheets completed in short answer format with information categorized in the lower levels of Bloom's taxonomy. Student engagement in the learning is generally compliant, but there is little evidence that materials, presentations, or expectations are elevated.

2010-2011 STANDARDS FOR IMPLEMENTATION

6) STANDARD 6 FINDINGS- PROFESSIONAL GROWTH, DEVELOPMENT, AND EVALUATION - 6.2b There is no systematic process for identifying the specific professional development needs of each teacher. There is no evidence that fiscal resources are allocated to the needs identified by data analysis such as classroom management and proactive discipline. There is a professional development policy. 6.1a There is no short-term or long-term plan for professional development. No district or building level administrator has the responsibility for organizing or maintaining documentation of professional development activities. There is no process for evaluating professional development activities or actions for impact on student achievement. Many of the teachers are not aware of the function or purpose of an individual professional growth plan. 6.1b - There is no process at the district level to identify the professional needs of the teachers and school administrators. The school does not analyze student achievement or discipline data to identify professional development concerns, such as differentiated instruction or classroom management. 6.1c - There is no process to identify the professional development needs of teachers or school administrators. 6.1d - There is no process to annually survey teachers to determine individual or school-wide professional development needs. Few teachers participate in professional development that updates their content knowledge. 6.1e - The quality of the professional development activities is not evaluated at the building or district level. There is no follow-up or monitoring to ensure that the information gained from the professional development is implemented. There is not job embedded professional development available, such as literacy or math coaches. 6.1f - No data is used to determine or plan for professional development. 6.2a - There is a local school board policy for evaluation of personnel. There is no clear explanation as to how the evaluation documents work together. 6.2c - There is no evidence that an individual professional growth plan is part of the district evaluation process. No evaluations were conducted for the 2007-2008 school term as required by local board policy. 6.2d - Teachers have not received the forms associated with the evaluation system. 6.2e - There is no evidence that administrators meet the requirements of the Rules Governing Professional Development. An ACSIP goal identifies the development of instructional leadership. There is no evidence that action relative to this goal has occurred. 6.2f -

There is no evidence that an individual growth plan is part of the district evaluation process.

LEADERSHIP RECOMMENDATIONS

District and school leadership must accept the responsibility of implementing an effective evaluation system for all personnel by:

- reviewing the existing personnel evaluation system in light of current research and best practice;
- creating a new system based on current research and best practice;
- providing a component in the plan that addresses the individual professional growth plan;
- communicating and providing training for all personnel on the plan;
- creating a monthly master calendar to identify when each teacher will be observed and evaluated;
- establishing an accountability system to monitor that building level administrators are evaluating personnel per district policy;
- analyzing the personnel evaluation data to determine professional development focus and long and short term goals for professional development.

IMPLEMENTATION OF PROGRESS

The school board has developed a board policy regarding professional development. The current District Administration recognizes the importance of the learning environment and professional development being tied together. The district has established a Professional Development Center employing two district level specialists whose job description includes planning for building instructional capacity.

Student achievement data is analyzed to determine needed professional development. The School Board has allocated Title I and Title IIA funds to support specific professional development for the 2010-2011 school year. Additionally, the district uses the local Education Cooperative in the delivery of a portion of the needed professional development.

The Helena- West Helena School District Board of Education adopted the Evaluation and Professional Growth Comprehensive Assessment instrument in July, 2010. The Evaluation Plan is based on the work of Charlotte Danielson and includes an Individual Professional Growth Plan that is to be completed collaboratively between the supervisor and the staff member to improve staff proficiency. The Board adopted plan was initiated in August, 2010, and is being fully developed with necessary training components included.

6) STANDARD 7 FINDINGS- LEADERSHIP - 7.1a - The school does not have vision or belief statements. The mission statement was developed collaboratively by students, staff and parents. The mission statement is not used in making instructional decisions. 7.1e - The school does not have a leadership team. School leadership shares some curriculum information such as Advanced Placement training and Target Tests information with staff. 7.1f - School leadership has developed some procedures to protect instructional time. Intercom interruptions are usually made at the beginning or

end of the school day. The intercom system at the downhill building does not work. Students and faculty do not hear announcements. The school has developed an assembly bell schedule. Activities that alter the bell schedule or disrupt instructional time are not always communicated to teachers in advance. 7.1i - There is no formal process for informing staff of policy changes. 7.1j - The school district does not have a functioning school board. The school reviews data and includes the required data in ACSIP. The data is shared with staff. There is limited evidence that data is used to improve the academic performance of students. 7.1b - School leadership does not analyze assessment data to determine specific student deficiencies such as what elements are lacking in the content domain of writing. 7.1c - There was no evidence that administrators have individual professional growth plans for the current school year. 7.1d - The school leadership does not analyze disaggregated data to determine specific deficits in student achievement. 7.1g - Limited instructional resources are available. Many instructional materials and resources requested by teachers have not been received. School leadership provides limited monitoring of the instructional program. Feedback does not improve instruction. The upkeep of the physical facilities is not consistently monitored, such as cleanliness of restrooms, litter around the campus, restrooms without supplies and unkempt grounds. There is no monitoring process to ensure the security of the campus. 7.1h - There are several local school board policies that deal with a safe, healthy working environment. School leadership does not enforce these policies consistently to promote an effective learning environment. Limited resources are available for equipment. There are safety issues concerning student and traffic supervision in the parking lot at the end of the school day. 7.1k - The principal has not created a supportive learning environment. Discipline is not consistently enforced. High standards for achievement are not conveyed from the principal to the staff or students. A clear vision for effective instruction or curriculum development is not present. Stakeholders do not have a voice in decisions made regarding academics.

LEADERSHIP RECOMMENDATIONS

District administration must conduct rigorous evaluations of building level administrators. Building level administrators must be required to develop individual professional growth plans that include a leadership component. An accountability system outlining specific benchmarks that the administrator must meet throughout the school year must be developed. School leadership must create a working building level leadership team which includes teachers and classified staff. A vision that identifies strategies to increase the morale of teachers, staff and students in the building must be developed. The building level leadership team must create an action plan that details steps for implementation and document all meetings with agendas, sign-in sheets and minutes. School leadership must examine the discipline procedures of the school and determine effectiveness. School leadership must develop a process so that all procedures are followed consistently, enforced for all students, and monitored within that process. School leadership along with district leadership must develop an alternative placement for students who habitually violate discipline policies and procedures.

IMPLEMENTATION OF PROGRESS

The building level administrator referenced in the audit left the district in December of 2008. An Assistant Principal served as interim building level supervisor for the remainder of the 2008-2009 school year. The present administrator was hired beginning with the 2009-2010 school year. School District Administration changed at the same time. The current District Administration has implemented a new Administration system that includes the development of Professional Growth Plans for administrators that include a leadership component. The current building level administrator has developed a building level leadership team. The team and building level administrator realize that there has been limited progress on creating a vision, a mission, and belief statements that guide decision making at Central High. Plans are in place to address the development of Central High School vision, mission and beliefs to include all stakeholders. Plans are underway to reconcile the student handbook with the local district policy regarding discipline procedures. This is a first step toward developing procedures that will allow all students to be treated consistently and guide staff in monitoring the process.

7) STANDARD 8 FINDINGS- SCHOOL ORGANIZATION AND FISCAL RESOURCES-

8.1b - The master schedule is a block schedule operated on an A and B day. 8.1c - There is a local school board policy for the assignment of non-instructional staff. There is no policy for the assignment of instructional staff. Classroom assignments are based upon licensure. Teachers must provide the initiative and time for sharing and collaboration. 8.2b- There is no evidence that the district has conducted a needs assessment for the allocation of funds. 8.2c Budget decisions are aligned with the action steps of the ACSIP. Budget allocations are not reviewed and adjusted to meet student needs. 8.1 a - There is a local school board policy requiring the adoption of a budget. There is no evidence the budget meets the needs of the school for high student and staff performance. 8.1d - There is not a local school board policy to protect instructional time. Some teachers use class time for students to do homework. There is a lack of bell-to-bell instruction. Activities, such as picture day, that alter the bell schedule or disrupt instructional time are not always communicated to teachers. 8.1e - School leadership does not provide for common planning time. Teachers do not share lesson plans to promote horizontal and vertical alignment. Scheduled time and substitutes are not allocated to provide for common planning time. School leadership does not utilize team planning to address student performance. 8.1f - All teachers do not utilize the 90 minute period to expand opportunities for learning. The schedule does not meet the needs and learning styles of all students. Few teachers implement a variety of instructional strategies to promote successful student performance. 8.2a - There is local school board policy that addresses the adoption of an annual budget. The budgetary procedures do not take into consideration the allotment of funds to meet the needs of the instructional program. The resources are not sufficient to meet the needs of the teachers and the instructional program. 8.2d - The coordination of state and federal resources expended is based upon the ACSIP. There is no evidence that the funds are integrated to provide for the student needs or achievement.

LEADERSHIP RECOMMENDATIONS

District administration should revise the budget process to involve all stakeholders. The budget process should assure that the teachers and students have the equipment, materials, and supplies necessary for a quality instructional program. A policy should be created that protects instructional time. The school leadership team should develop procedures that address and monitor the protection of instructional time. The building level administrator should provide common planning time for teachers.

IMPLEMENTATION OF PROGRESS

At present, the Helena-West Helena School District is in fiscal distress and must receive approval from the Arkansas Department of Education for all purchases. By the end of the 2010 school year, the district administration believes the Helena-West Helena School District will be in a stable financial position, thus able to involve stakeholders in the budgetary revisions and secure needed supplies for teachers. The current building level administrator has implemented a practice of non-interruption of instructional time. A district level proposal addressing development of a more efficient master schedule has been developed collaboratively between the Helena-West Helena School District and the Great Rivers Education Cooperative and has been submitted to the ADE for approval. This process includes maintaining the provision of common planning time for teachers in math and literacy.

2011-2012 STANDARD FOR IMPLEMENTATION

5) STANDARD 5 FINDINGS - STUDENT, FAMILY AND COMMUNITY SUPPORT -

5.1a - Parents and community members are not included in the educational support of the school or developing the school's ACSIP. Few parents attend school functions including parent- teacher conferences. Parental input is not actively sought. Most communication with parents involves student behavior. 5.1b - Students are placed in the after-school program for literacy remediation based on Benchmark and EOC (11th grade literacy) results. Title I funds are supplied based on the school's instructional needs. Most of the Title funds are used for salaries and teacher training. There are no computers available for students in core classrooms. 5.1d - Students needing additional assistance beyond the classroom may receive help through before or after school tutoring or remediation. Aside from sports, few extracurricular activities are provided. Students may participate in clubs available such as FBLA and Art. 5.1e - All High School Education Plans are kept in the counselor's office. All plans have not been developed and signed by the student, parent and school advisor. All files are not organized or kept locked. 5.1c - Instructional supplies and resources needed for active learning are not available. Few teacher use teaching strategies that utilize active learning. Teachers are not aware of referral processes/procedures for special education or health services programs. Professional development has not been provided by the district to reduce barriers caused by cultural differences. Differentiated instruction is addressed in some lesson plans, but observations of lesson delivery does not indicate use of differentiation in the classroom.

LEADERSHIP RECOMMENDATIONS

District and school leadership must provide professional development for teachers on strategies that actively engage students in the learning. School leadership should monitor the implementation of these strategies in all classrooms. Students records must be completed, organized, and kept in a secure location to protect confidentiality. All files should be complete with test scores and transcripts. High School Education Plans should be developed and signed by the student, parent and staff advisor. School leadership must include stakeholders in the development of the school's ACSIP.

IMPLEMENTATION OF PROGRESS

In January, 2008, the district began utilizing the services of E2E to provide ongoing job embedded professional development for teachers on strategies that actively engage students in the learning. School leadership monitors the implementation of strategies that engage students through the Classroom Walkthrough process. The principals and assistant principals were retrained in the Classroom Walkthrough process in January and February of 2011. E2E Instructional Specialist, also trained in the Classroom Walkthrough model, participates elbow-to-elbow with the administrator in conducting weekly walkthroughs.

Training for counselors and other key school personnel regarding student records and confidentiality including all federal and state laws has occurred. A plan was designed and implemented resulting in High School Education Plans being developed and signed by the student, parent and staff advisor.

Although not specifically addressed in the Summary of Recommendations in the Scholastic Audit, best practices and current research show that effectively involved parents and community support is critical to a school's success. During the 2009-2010 school year, a parental involvement plan was developed using the ACSIP process. Because the district was designated as a district in fiscal distress, the person responsible for full implementation of the plan found job opportunities elsewhere. Therefore, parental input in the ACSIP has been limited.

8) STANDARD 9 FINDINGS- COMPREHENSIVE AND EFFECTIVE PLANNING - 9.1a - There is evidence that a collaborative process which included some stakeholders was used to develop the school mission statement. 9.2a - School leadership collected data and reported in the ACSIP the results from the Benchmark, Iowa Test of Basic Skills, End of Course Algebra I and Geometry Exams, Graduation Rate, and ACT. The school profile data reflected the school's overall performance. Not all action steps reflect an analysis of the data. 9.2b - School leadership used data for developing the ACSIP. Not all action steps reflect an analysis of the data. 9.3a- Most actions in the ACSIP reflect current research. 9.3c - School leadership has identified student learning goals. The student learning goals were not stated in measurable terms for the 2007-2008 school year. 9.5a - There is limited evidence the action components of the ACSIP have an impact on closing the achievement gap among subpopulations. 9.5c - Some action steps in the ACSIP have an evaluation plan. Some action steps that focus on improved student achievement are evaluated by review of student scores. 9.5d - Some of the action steps in the ACSIP are aligned with the mission statement. There are no action

steps that focus on the vocational foundations as described in the mission statement. 9.6a - School leadership provides limited direction and support for implementation of the ACSIP. Most teachers have copies of the ACSIP in their classrooms. Some teachers were involved in the development of the ACSIP. 9.6c - School leadership collects the required data that is included in the ACSIP. There is limited data analysis during the school year. 9.6b - School leadership develops the ACSIP at the beginning of each school year. There is limited evidence that the ACSIP is reviewed during the school year for the purpose of adding new objectives. 9.3b - There is no evidence school leadership surveyed all stakeholders to identify the school's strengths and limitations in meeting the needs of students. Student achievement data were used to develop the ACSIP. 9.4a - There is no evidence that surveys were distributed to stakeholder groups for input on the ACSIP. Achievement scores were reviewed but not to the point of identifying strengths and weaknesses of the school. 9.4b - The ACSIP has instructional goals for mathematics and literacy. The goals are not clear and concise. Goal dates are long term and not specific or measureable. 9.6b - School leadership collected and reported data in the areas targeted by the ACSIP.

LEADERSHIP RECOMMENDATIONS

School leadership and all stakeholders should develop a school vision statement and belief statements. The vision, mission and belief statements should be used to provide direction for sustained school improvement. School leadership, in collaboration with teachers, should develop and implement a plan for collecting, analyzing and using all student data. Analysis of data must be viewed as a continuous process for improving student learning. Results of the analysis should be used to make needed changes in the ACSIP at regular intervals. School leadership, in collaboration with teachers, should develop and implement a plan for monitoring the ACSIP to ensure that all action steps are implemented as designed. All action steps should be evaluated for effectiveness on student learning and classroom practices. Actions steps that do not improve student learning should be modified or discontinued.

IMPLEMENTATION OF PROGRESS

The current building level administrator has developed a building level leadership team. The team and building level administrator realize there has been limited progress on creating a vision, mission and belief statements that guide decision making at Central High. Plans are in place to include all stakeholders in addressing the development of statements documenting Central High School's vision, mission and beliefs. The PLC format is used to provide a structured process for analyzing and using student data to inform instruction and improve student learning. At present the ACSIP is revised once annually.

EVALUATION

As taken from the Scholastic Audit, the following standards were identified and developed into actions to be implemented as part of the ACSIP.

Standard 1:

Curriculum inadequacies with no vertical or horizontal alignment were identified in the ACSIP. The district has written specific goals for the 2010-2011 school term to

implement a curriculum that is rigorous, intentional and aligned to state and local standards. As an evaluation, the district will provide specific documentation of implementation as evidence. Items such as agendas, sign in sheets, minutes, newly developed alignment documents, book study agendas, student artifacts, interim assessments, participant rosters.

Standard 4:

In the 2010-2011 school term, Central High School addressed supporting a safe, orderly, equitable environment through decreasing disciplinary referrals. Evaluation for that goal is determined to be school incident reports, participant surveys, record on number requesting assistance for peer mediation, student resource officer reports.

Also, Central High identified recognizing students for exemplary behavior with rewards as an intended action. Program evaluation includes APSCN reports of student incidents and records of recipients and awards received.

Standard 6:

Central High School's ACSIP identified Professional Development to actively engage all students and increase achievement through effective teaching and utilization of research based instructional practices. The evaluation for Central High's professional development implementation is CWTs, observations, teacher surveys, workshop evaluations and achievement data.

Standard 7:

Standard 7 is addressed in the 2010-2011 ACSIP. The ACSIP Benchmark chosen was for district and school leadership to create and adopt a policy that defines authentic, frequent and rigorous aligned assessments. Additionally, a second goal identified for school leaders was to provide professional development in analyzing student work. A third goal identified was to create a building level leadership team focused on student performance. The evaluation to determine success is identified as CWT data, lesson plan analysis, reviews of teacher-made tests, portfolios, Edusoft assessments, teacher surveys, observations, agendas and minutes of meetings.

The above noted standards are addressed in the ACSIP for 2010-2011. A review of the 2008-2009 and 2009-2010 ACSIP indicated that Standards 2, 3, 5, 8 and 9 have not been specifically addressed. There are actions in the ACSIP that do address the recommendations, but they are not labeled as such. The Scholastic Audit was conducted in December of 2007. The principal present during the Scholastic Audit left shortly after the start of the 2008-2009 school term. There was also a change in district leadership during the 2008-2009 school term. An interim principal and superintendent completed the fiscal year. The current building leader has begun to address the recommendations as outlined in the Scholastic Audit.

1B. The LEA level must address how the LEA will support the building in providing continuous school improvement at the building level. Additionally, the LEA will specifically address those items unique to the role of the LEA (i.e., board policy, supervising and guiding building level leadership).

The Professional Development Center Coordinator will assist the Superintendent in monitoring the job embedded professional development offered at Central High. The Center Coordinator will work closely with E2E Specialists to ensure that professional development offered is consistent with the overall professional development plan for the Helena-West Helena School District.

This becomes an accountability measure as the Superintendent and the district leadership team monitor and provide support and hold building level administrators and staff responsible for full implementation of the selected model of school reform.

The Superintendent and the district leadership team have identified the need for revision of the Helena-West Helena teacher and administrator evaluation system which will necessitate a change in current practice and school board policy.

There will be weekly written communication between the provider/partners and the district office administration documenting progress and ongoing plans for improvement. Additionally, the provider/partners will keep the district Professional Development Center Coordinator informed of the supports needed from this office. The Project Manager will prepare monthly reports that will be made/presented to the Board of Education documenting progress of school improvement initiatives.

1C. The school must address those items unique to the roles and responsibilities of the school for providing continuous school improvement.

School leadership is committed to take steps to build a culture conducive to improving student achievement by establishing effective building level leadership teams, common planning for teacher teams, full implementation of professional learning communities, and celebrations of the small successes of Central High staff and students.

The use of best practices will become the expectation of district and school leadership to include ongoing monitoring of classroom instruction and follow-up support focused on identified teacher and student needs. E2E Specialists will work side-by-side with the Professional Development Center Coordinators to build capacity with building level leadership to include the principal and instructional coaches. To support reform efforts, E2E Specialists will train the instructional coaches to work with teachers in small group settings and will work one-on-one with coaches and teachers to improve practices in the use of vertically and horizontally aligned district-developed curriculum maps/guides and in the utilization of differentiated teaching strategies informed by analysis of data to meet the unique needs of the student population.

2. Provide a summary of other data sources used to supplement the needs assessment and the selection of an appropriate intervention model for each Tier I and Tier II school. (i.e. perceptual data from students, staff and parents, process data, improvement plan outcomes or results, professional development program outcomes or results, other).

Elbow2Elbow Educational (E2E) Consulting reports

E2E Specialists reports from December of 2010 to present were reviewed. Reports from 2009-2010 were also reviewed. The reports continue to cite inconsistencies on utilizing data to inform instruction, a lack of focus on teaching the Arkansas Content Standards and Student Learning Expectations for each grade level at the appropriate level of rigor, and a lack of effective delivery of instruction that includes the use of high yield strategies to engage the learner. A systematic approach to school improvement is lacking at Central High. Although progress has been made under current district and school leadership, the evidence is clear that there is much to be done.

Teacher Attendance Data

In analyzing data on teacher attendance from August 2010 through December 2010, 62 certified employees were absent from instruction an average of 10.73 days each out of a total 80 days possible. Because well trained substitutes are in high demand in every school and because of the expertise of teaching that is required at the secondary level, a limited pool exists for Central High School. Teacher absenteeism hinders Central High School from being able to provide a quality instructional program. It is necessary to improve teacher attendance at Central High.

Lesson Plans

A review of lesson plans collected thus far this year was conducted. Lesson plans are submitted by teachers weekly. A rubric is used to score the lesson plan for objectives, guided and independent activities, instructional strategies and evidence of collaboration. Paper copies of Classroom Walkthrough (CWT) data collected suggests that teachers are not delivering the lessons as indicated on the lesson plan form. Differentiation of instruction and engaging students at higher levels of Blooms is noted as a deficit area. Limited to no follow-up is being done to ensure that lesson delivery matches the instructional plan. Classroom Walkthroughs are done on a random basis and data is not being entered into the Teachscape platform. Tabulation of CWT data to determine patterns and trends is limited. Administration and Leadership Team members received training in Classroom Walk-through 3.0 during the spring of 2011 but have not yet formulated a plan to ensure that CWTs are conducted on a consistent basis.

Advanced Placement Data

Helena-West Helena offered 9 advanced placement courses in 2009-10: AP Art, AP Art 2-D, AP Chemistry, AP Calculus, AP English Literature and Composition, AP Biology, AP U.S. History, and AP World History. One hundred twenty-two students were enrolled in these classes. In the spring of 2010, 96 students took Advanced Placement exams. Advanced Placement exams are scored on a scale of 1 to 5, with scores of 3, 4, and 5 being accepted by colleges for credit. The data indicates that students at

Helena-West Helena Central High School did not score well. Only three of the 96 received a score of 3 and none received a 4 or a 5.

Since to be designated an Advanced Placement course the teacher must submit and have approved by College Board the intended curriculum for the class, the following is indicated: the intended curriculum is either not being taught, not being taught at the level of rigor demanded by the Advanced Placement exams, and/ or preAdvanced Placement classes are not preparing students for the demands of the Advanced Placement program. To meet these needs, teachers of Advanced Placement courses need to attend summer training institutes and also receive professional development on strategies that will help students reach the higher levels of rigor required to be successful in the Advanced Placement program and on Advanced Placement exams. PreAdvanced Placement curriculum needs to be vertically aligned with that of Advanced Placement. Also, PreAdvanced Placement teachers should receive training in preAdvanced Placement in their content area and professional development on strategies to help students be successful at more rigorous levels.

Survey Data - Teacher, Student & Family -

In an effort to improve school culture and student achievement, a school characteristics survey was conducted in February 2011. The views of teachers, parents, and students were examined to identify strengths and areas for improvement. The survey examined factors including:

- School vision
- Standards/expectation
- Leadership
- Collaboration/communications
- Alignment to standards
- Monitoring teaching and learning
- Professional development
- Learning environment
- Family and community involvement

Educators, parents, and students identified a number of key points that, if addressed, should have a positive influence on student achievement and school culture. Overall, parents believed the school was doing a fair job of addressing the factors listed in the survey. The only exceptions to that belief dealt with the school having a clear purpose and communicating that purpose to all stakeholders. Educators and students were in agreement with the parents on these vision items as well. Educators' surveys identified several areas for improvement. Not only, do they believe the school lacks a clear purpose and clear focus on improving student learning, but educators also do not believe that students were held to high expectations, challenged with a rigorous curriculum, nor taught with effective high-yield strategies. Students, likewise, expressed concerns about a lack of challenging classes.

For educators and students, mutual respect was identified as a key factor to improving school culture. Students believe the learning environment could be improved, specifically in how students are treated by the adults and how the adults demonstrate

respect for each other. Educators also noted challenges in how students and educators demonstrate respect for individual cultural differences.

Other key findings include:

- Students indicate concerns with the fairness in grading and the handling of discipline issues.
- A gap exists between the perception of how students and educators perceive school-to-family communications and how parents perceive them. Parents believe there is a frequent two-way communication between school and family, while students and educators list this area as a concern.
- Educators rated collaboration and communication as a major concern, noting a lack of common team planning and lack of trust with other staff members as primary evidence of this concern.
- Parents' indicated a lack of understanding of what the school is trying to accomplish as their perceived greatest need.

Through the survey several factors were identified as areas for improving student achievement and school culture. Primary focus areas should include building a culture of mutual respect and high expectations for all students.

Scholastic Audit -

The Scholastic Audit was reviewed extensively in Step 3 of this application. As noted in that section, many of the recommendations are still needs for Central as full implementation of the recommendations made have not been implemented. This is due in part to the change in leadership at the district and school level.

Technology -

A technology audit was conducted to determine the state of technology at Central High. The following was noted:

On the Central High School campus, wireless access is reportedly unreliable campus-wide. Of 21 core classrooms (English, math, science, and history), 14 of the 21 teachers have desktop computers that are in working order. Another two teachers are using laptop computers owned by the school district. In these same 21 classrooms, only 4 computers are available for student use, and two of those do not work correctly. Also, 14 classrooms contain Smartboards but 5 of those 14 are not in working order. In 6 additional classrooms (noncore that are not technology-based instruction), there are 4 teacher computers, 10 student computers with only 4 working correctly, and 1 Smartboard. Of the four special education classrooms, two have working teacher computers. Within the classrooms, there are 22 student computers (4 of these are non-operable) and one Smartboard. Central High has a total of four computer labs. A total of 72 computers are housed in these labs; no computers are designated as teacher computers; and no Smartboards are in any computer lab.

The Central High campus maintains two media centers. The uphill library basically serves grades 11-12. Its main designation is for research. A total of 7 computers are housed in this media center. There is no Smartboard available in this space.

The downhill library serves grades 9-10. It houses the majority of current juvenile nonfiction for the high school; it also houses a computer lab of 18 computers with 16 of these in working order. There is no Smartboard available in this space.

There is 1 mobile lab of 30 computers to be shared by all grade levels. No other technology is available for student use. All computers at Central High are a minimum of 5 years old.

Classroom Walk-Throughs

Classroom Walkthroughs collected by administration, district leadership and E2E Specialists indicate that materials are not available for student use in the classroom. High yield strategies are not being utilized on a consistent basis. Questioning is primarily at the lower to middle level of Bloom's Taxonomy. The primary mode of instruction is textbook and lecture. Technology is not used to enhance instructional delivery.

Classroom libraries are non-existent or limited and according to interviews conducted with teachers, basic supplies have not been provided for the classrooms.

Statewide Information System Reports

The Dropouts and Withdrawals report indicates that as of the third cycle reporting for the 2010-2011 school term 2 students have been expelled, 1 student dropped out or withdrew due to a conflict with school, 7 students enrolled in GED, 2 students had health problems and 58 student have dropped out or withdrew for other reasons. Additionally, 36 students have left Central High to enroll in another school, 2 students have been incarcerated and 1 student recorded as deceased. So far this year, 109 students have dropped out or withdrawn from Central High.

Grade Inflation

According to the Arkansas Grade Inflation computation, Central High data reveals a grade inflation rate of 43.9 which exceeds the state mandated cap of 20%.

AYP Report

Central High has a 2010 AYP Status designation of State Directed (SD-7). Standards were not met for Mathematics, Literacy or Graduation. The required percent of students tested in Literacy for Caucasian students (67%) and Mathematics for Combined (92%), African American (93%), and Caucasian (77%) was not met.

ACSIP

A review of the ACSIP reveals a variety of activities aimed at increasing student achievement in literacy and math. Teachers report being informed of the contents, but not being involved in the development or revision of the plan. The plan contains a number of actions that indicate they were not implemented as intended

The additional data reviewed as explained above indicates that assistance is needed in establishing structures and support for leadership and staff to improve student achievement. Actions plans must be put in place, supported and monitored. Leadership and staff need support and assistance in implementing a Plan, Do, Check, Act process.

The school's overall strategic plan for improvement should include a regular pattern of data analysis, curriculum design and design and delivery, staff goal-setting and evaluation, provision of student services and support services, and classroom instruction, occurring in a continuous cycle.

School improvement is not a separate activity: It is built into the work process.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

The Arkansas Department of Education will use the following to evaluate LEA's capacity or lack of capacity to serve all schools. Please answer each question.

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives? Yes - The school board and former administration began a corrective action and restructuring plan during the 2008-2009 school year. Specifically, they replaced the High School Principal midyear. Elbow2Elbow Educational Consulting was piloted at Central High from January of 2008 to May 2010. Initiatives that began under the direction of the new high school principal include development of a common planning time for core teachers that allowed for establishment of Professional Learning Communities. Gains in student achievement resulted in all state-tested areas.
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. The District Central Office staff is capable and committed to supporting the transformation efforts. The staff is experienced, and it possesses the expertise to advise and assist principals and teachers throughout the process. The present administration, having previously worked in a school that under his direction changed their culture and increased achievement resulting in removal from the designation as a school in need of improvement, recognizes the need for support of this capacity building model in order to lead Central High out of school improvement. The school board has displayed a commitment to improving teacher quality as evidenced by the adoption of the Evaluation and Professional Growth Comprehensive Assessment Plan for teacher and administrator evaluation model. Stakeholders participated in a needs assessment and identified the following areas for improvement: School Climate, Teacher Quality Enhancement, and Improvement in Student Achievement.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? No
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? Under the previous administration, there was no planned systemic approach for school improvement. The current district and school administration has taken steps to improve the conditions at Central High to be more conducive to learning. A Professional Development Center for the district has been established for the purpose of providing a more intense focus on professional development needed for teachers at Central High. A Literacy and Math Instructional Facilitator, as well as a Curriculum Coach was hired for Central to provide direction in those areas. These positions are being phased out for the 2011-2012 due to funds being unavailable. The district is in fiscal distress.

5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. The Helena -West Helena School District Board of Education is committed to school improvement initiatives and their role as a policy-making board. Willie C. Williams, Superintendent, previously served as a high school principal in an underperforming school which, under his direction, became a school no longer designated in need of improvement. Maurice Smith came to the position of high school principal with extensive experience and expertise working with low performing schools. He is fully cognizant of the necessary requirements for transforming a school in school improvement. Specifically, he has led this transformation first-hand in his previous employment.
6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each Tier I school. Central High School has been extremely successful in acquiring bright, energetic, new teachers by partnering with Teach for America. Local recruitment efforts include attending job fairs at four year institutions that graduate quality education majors. The district has selected Elbow2Elbow Educational Consulting to provide extensive job embedded professional development to teachers and administrators to build capacity for continued improvement. The district is committed to provide the follow-through necessary to ensure that the plans developed and outlined in this application are followed by all parties.
7. Review the history of the LEA's use of state and federal funds.
8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model. The Helena-West Helena District acknowledges the fact that they have been designated as a school in fiscal distress. In conjunction with leadership at the Arkansas Department of Education, the district administration has developed a plan to meet Arkansas State Standards for Accreditation while conducting any possible reductions in force that will allow resources to be available to support this application. The ACSIP funds are available and allocated to school and will be utilized to support the instructional program and the model as outlined.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools. Unacceptable scores in student achievement and staff not maintaining a high level of expectations for self and students are the largest barriers to the district's capacity to serve Central High School. Research indicates that these two barriers can be addressed and removed with an effective supported plan of intervention.

If the ADE determines that an LEA has more capacity than the LEA demonstrates using the above criteria, the ADE will contact the LEA for a consultation to identify ways in which the LEA can manage the intervention and sustainability.

The consultation will include but will not be limited to the following:

1. ADE will review the findings and collaborate with the LEA to determine what support it needs from the ADE.
2. The ADE will offer technical assistance where needed and request written clarification of application and an opportunity for the LEA to amend the application to support the claim.

3. If the LEA chooses not to submit requested clarification or an amended application then the LEA may re-apply for the SIG grant in the next funding cycle.

Step 1 - Selecting the Intervention Model and Partners for a Low-Achieving School

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

1. State statutes and policies that address transformation, limit it, create barriers to it, or provide support for it and how:

Arkansas Statute Act 35 supports transformation by: addressing academic standards, assessment, accountability, student performance expectations, and professional development. Through Act 1467, support is provided for districts/schools in fiscal, academic or facilities distress. Arkansas Department of Education standards for accreditation supports and intervenes as necessary to ensure schools meet state accreditation standards.

Arkansas State Statute has created a barrier that must be taken into consideration. That Statute ensures a teacher uninterrupted planning time that in practice has been used as a period free from students and teaching. E2E Specialists working with building leadership will address a climate change to ensure that this important uninterrupted time is used for planning for effective instruction as allowed by the Statute.

2. District policies that address transformation, limit it, create barriers to it, or provide support for it and how:

No existing policy would hinder implementation of the transformation model. The school district board adopted vision and mission statements support the transformation model and increased student achievement.

3. District contractual agreements, including collective bargaining, that affect transformation and how:

None exist

Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

1. State statutes and policies that address turnaround, limit it, create barriers to it, or provide support for it and how:

The Teacher Fair Dismissal Act requires that teachers be notified on or before May 1 for non-renewal or dismissal. Due process is required.

2. District policies that address turnaround, limit it, create barriers to it, or provide support for it and how:

School District Board Policy follows the Arkansas Teacher Fair Dismissal Act which only allows a district to terminate a teacher for "just cause". Dismissing 50% of the staff and the administrator as a predetermined model would not be a lawful and legal action according to Arkansas Teacher Fair Dismissal.

3. District contractual agreements, including collective bargaining, that affect turnaround and how:

None exist at this time.

Restart

The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

Charter Schools

1. State statutes and policies that address the formation of charter schools, limit it, create barriers to it, or provide support for it and how:

A state statute limits the number of charter schools in Arkansas. Funding is available and an application process is provided. Technical support is available through the Arkansas Department of Education.

2. District policies that address the formation of charter schools, limit it, create barriers to it, or provide support for it and how:

No district policies address the formation of, limit, or create barriers to charter schools. Currently, a PK-12 charter school serves students in the Helena-West Helena enrollment area.

3. District contractual agreements, including collective bargaining, that affect the formation of charter schools and how:

No district contractual agreements, including collective bargaining, affect the formation of charter schools.

Education Management Organizations

1. State statutes and policies that address district contracts with EMOs to operate schools , limit them, create barriers to them, or provide support for them and how:

We are aware of no statutes or policies that specifically address or interfere with district contracts with EMOs except for the limitation on charters.

2. District policies that address district contracts with EMOs to operate schools , limit them, create barriers to them, or provide support for them and how:

No district policies that address contracts with EMOs exist.

3. District contractual agreements, including collective bargaining, that affect district contracts with EMOs to operate schools, limit them, create barriers to them, or provide support for them and how:

None exist.

Closure

The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving.

1. State statutes and policies that address school closures, limit them, create barriers to them, or provide support for them and how:

No state statutes exist that limit a district's ability to close a school.

2. District policies that address school closures, limit them, create barriers to them, or provide support for them and how:

No district policies limiting the Superintendent/Board of Education's ability to close a school exist in the Helena-West Helena School District.

3. District contractual agreements, including collective bargaining, that affect school closures, limit them, create barriers to them, or provide support for them and how:

No district contractual agreements that limit the Superintendent/Board of Education's ability to close a school exist in the Helena-West Helena School District.

4. Higher achieving schools available to receive students and number of students that could be accepted at each school:

There are no available higher achieving schools with building/staff capacity to accept the enrollment of Central High in the area. KIPP is a public charter school that operates in the area but at the present time lacks the building/staff capacity to accept the total enrollment at Central High.

Step 2: Develop Profiles of Available Partners

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

| External partners available to assist with transformation and brief description of services they provide and their track record of success. | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Partner Organization | Lead Y/N | Support Y/N | Services Provided | Experience (Types of Schools and Results) |
| Elbow2Elbow Educational Consulting (E2E) | Y | N | Consulting, Job Embedded Professional Development, School Improvement Specialist | E2E has a proven record of success in Helena-West Helena Schools, as well as Eastern Arkansas schools, in improving administrator/ teacher practices resulting in increases in student proficiency rates on Benchmark and EOC exams. (Public Schools) |
| Office of Educational Policy | N | Y | Technical Assistance | Experience in development and implementation of Differential Pay for Performance Plans (Public Schools) |
| Great Rivers Education Cooperative | N | Y | Professional Development, Technology Support | Provides districts with technology support and professional development aimed at meeting individual needs of the school. (Public Schools) |
| Parent Association and Community | N | Y | Varied forms of support from | Research supports parental and community involvement |

| | | | | |
|--------------------------------------------|---|---|--------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Partners | | | parents and community | in schools |
| Helena-West Helena District Central Office | N | Y | District professional development and support; progress monitoring | Increased teacher/administrator growth and implementation of best practices |
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Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

| External partners available to assist with turnaround and brief description of services they provide and their track record of success. | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Partner Organization | Lead Y/N | Support Y/N | Services Provided | Experience (Types of Schools and Results) |
| Elbow2Elbow Educational Consulting (E2E) | Y | N | Consulting, Job Embedded Professional Development, School Improvement Specialis | E2E has a proven record of success in Helena-West Helena Schools, as well as Eastern Arkansas schools, in improving administrator/ teacher practices resulting in increases in student proficiency rates on Benchmark and EOC exams. (Public Schools) |
| Office of Educational Policy | N | Y | Technical Assistance | Experience in development and implementation of Differential Pay for Performance Plans (Public Schools) |
| Great Rivers Education Cooperative | N | Y | Professional Development, Technology Support | Provides districts with technology support and professional development aimed at meeting individual needs of the school. (Public Schools) |
| Parent Association and Community Partners | N | Y | Varied forms of support from parents and community | Research supports parental and community involvement in schools |
| Helena - West Helena District Office | N | Y | District professional development and support; | Increased teacher/administrator growth and implementation of best practices |

| | | | | |
|--|--|--|------------------------|--|
| | | | progress monitoring | |
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Restart

The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

| Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success. | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|---------------------------------------------------------------------|-------------------------------------------------------------------------|
| Charter Organization | Lead Y/N | Support Y/N | Services Provided | Experience (Types of Schools and Results) |
| Arkansas Department of Education | N | Y | Technical Assistance | There are currently a number of charter schools operating in the state. |
| Helena-West Helena School District | Y | N | Application process, funding, board policy revision, administration | none |
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| EMOs available to contract with district to operate school and brief description of services they provide and their track record of success. | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|-------------------|--------------------------------------------------------|
| Education Management Organization | Lead Y/N | Support Y/N | Services Provided | Experience (Types of Schools and Results) |
| Edison Schools | Y | N | School Operation | Experience operating public schools across the country |
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Closure

The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving.

[illegible]

Step 3: Determine Best-Fit Model and Partners

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school given the existing capacity in the school and the district? There is no “correct” or “formulaic” answer to this question. Rather, relative degrees of performance and capacity should guide decision-making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision making. The checks indicate that if this characteristic is present, the respective intervention model could be an option.

| Characteristics of Performance and capacity | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------|---------|---------|
| | Intervention Model | | | |
| Characteristic | Turnaround | Transformational | Restart | Closure |
| School Performance | | | | |
| <input type="checkbox"/> All students experience low achievement/graduation rates. | ✓ | | ✓ | ✓ |
| <input type="checkbox"/> Select sub-groups of students experiencing low-performance | | ✓ | | |
| <input type="checkbox"/> Students experiencing low-achievement in all core subject areas | ✓ | | ✓ | ✓ |
| <input type="checkbox"/> Students experience low-achievement in only select subject areas | | ✓ | | |
| School Capacity | | | | |
| <input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader | ✓ | ✓ | ✓ | |
| <input type="checkbox"/> Evidence of pockets of strong instructional staff capacity | | ✓ | | |
| <input type="checkbox"/> Evidence of limited staff capacity | ✓ | | ✓ | ✓ |
| <input type="checkbox"/> Evidence of negative school culture | ✓ | | ✓ | ✓ |
| <input type="checkbox"/> History of chronic-low-achievement | ✓ | | ✓ | ✓ |
| <input type="checkbox"/> Physical plant deficiencies | | | | ✓ |
| <input type="checkbox"/> Evidence of response to prior reform efforts | ✓ | ✓ | | |
| District Capacity | | | | |
| <input type="checkbox"/> Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals | ✓ | | ✓ | ✓ |
| <input type="checkbox"/> Capacity to negotiate with external partners/provides | | | ✓ | |
| <input type="checkbox"/> Ability to extend operational autonomy to school | ✓ | | ✓ | |
| <input type="checkbox"/> Strong charter school law | | | ✓ | |
| <input type="checkbox"/> Experience authorizing charter schools | | | ✓ | |

| | | | | |
|-------------------------------------------------------------------------------------|---|---|---|---|
| <input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process | | | ✓ | |
| <input type="checkbox"/> Capacity to exercise strong accountability for performance | | | ✓ | |
| Community Capacity | | | | |
| <input type="checkbox"/> Strong community commitments to school | ✓ | ✓ | ✓ | |
| <input type="checkbox"/> Supply of external partners/providers | | | ✓ | |
| <input type="checkbox"/> Other higher performing schools in district | | | | ✓ |

1. Based on a the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school.

Best Fit Ranking of Intervention Models

- A. Best Fit: __Transformational_____
- B. Second Best Fit: _Turnaround_____
- C. Third Best Fit: _Restart_____
- D. Fourth Best Fit: ____Closure_____

2. Now answer the questions below only for the model you consider the best fit and the model you consider the second best fit. Review the questions for the other two models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.

The Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

A new leader will not be selected. The current principal has been at Central High for less than two years and has made many positive changes. The school

culture has improved under his leadership and an emphasis on improving learning outcomes for Central students exists. E2E School Improvement Specialist will provide job-embedded professional development to the principal aimed at building capacity as an effective instructional leader equipped with the necessary tools to: monitor teaching and learning, create a positive school culture, communicate/collaborate effectively with parents and community partners, and demonstrate a vision of success for the school.

2. How will the LEA enable the new leader to make strategic staff replacements?

The district will collaborate with and support the principal in making necessary changes to ensure that highly qualified staff are assigned to Central High. The principal will have decision making authority relative to staff assignments. Support for the principal will be provided in implementation of the Helena-West Helena Teacher Appraisal System and the Arkansas Teacher Fair Dismissal Act. Staff changes will be made as necessary to assure full implementation of the Arkansas Smart Accountability plan. In accordance with this plan, replacing all or most of the school staff is noted as a possible action for restructuring for schools in Whole School Intensive Year 5 and beyond.

3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

The district office staff is capable and committed in the support of the Transformation Model. The staff is experienced and has extensive expertise to advise and assist throughout the process. The district office administration currently is formulating and making plans to put into place a more structured management system for the district. The LEA recognizes that assistance at all levels is needed to improve Central High and is committed to supporting the lead and support partners as improvement strategies are implemented. The district further commits to being an active partner and monitor the improvement activities on a weekly basis. Weekly electronic reports from E2E will be reviewed by the district office instructional staff. Progress monitoring meetings with the newly formed District School Improvement Team and the Central Leadership Team will occur monthly and will include a review of documentation relative to implementation of SIG activities. Plans for providing additional support as needed in identified areas will be provided by appropriate district level personnel. To ensure that capacity is built, the Professional Development Center has been designated as an additional line of support for Central at the district level.

4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?

All decisions made will focus on what is best for the students at Central High. Decisions by the LEA and district staff regarding budgeting, staffing, and scheduling will be made considering the effect the decisions would have on student achievement; the decisions will be supported by the appropriate partner. The principal will be expected to work with the external providers, staff members, parents and community partners to foster a healthy learning environment that meets the unique needs of the students served. Decisions regarding best use of time, staff, facilities, as well as the development of student support programs will be the responsibility of the school leadership.

5. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

The district office will support the building leader in implementation of SIG activities. Job-embedded professional development will be provided to support the transformation model requirements for building the capacity of the school leadership and staff at Central High as they implement best practices. Establishing a climate of high expectations for everyone to include frequent monitoring of progress and making midcourse corrections as needed will occur. Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and the creation of a culture of high expectations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?

All teachers are required to participate in professional development which includes collaboration with building Specialists. The district office staff, to include the Superintendent, does classroom walkthroughs monthly. Feedback is provided to the School Leadership Team following the site visit. Emerging leaders are identified through the CWT process, Leadership Team meeting participation, and regular presentations to the Board of Education regarding building level practices.

2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

A new principal would be interviewed and contracted by the superintendent. Documentation of prior success in increasing student achievement would be an expectation of the applicant. The applicant would be expected to demonstrate to a high degree all competencies of the Interstate School Leaders Licensure Consortium Standards including the ability to: create a positive school climate, communicate/collaborate with parents and community partners, demonstrate a vision of success for the school, and exhibit high standards for staff and students.

3. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?

The district staff would participate with the principal in screening and interviewing potential applicants. Exemplary staff that possess the qualifications to support activities necessary to significantly improve student achievement would be considered for employment.

4. How will staff replacement be conducted—what is the process for determining which staff remains in the school?

The building principal and a district office interview team would conduct interviews and recommend staff for hire. Vacancies would be posted and best

candidates for the positions would be hired. Teachers not selected to remain at the school could apply for positions in other schools within the district.

5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?

Helena-West Helena does not participate in collective bargaining.

6. What supports will be provided to staff selected for re-assignment to other schools?

Teachers would be given additional professional development and support would be provided from current Instructional Facilitators at the receiving school site.

7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

There are negative budgetary implications of retaining additional staff. This action of retaining surplus staff has caused school districts across the state to be designated in fiscal distress.

8. What is the LEA's own capacity to conduct and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?

The Arkansas Department of Education has an approved list of Turnaround partners. The district has personnel on staff that could assist should the model be selected.

9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?

The principal will have increased flexibility and decision making authority as to how state and local funds are spent. Additionally, the principal will collaborate with the district office staff on the assignment/reassignment of staff with the principal making the final decision. Collaboration between school and district leadership on scheduling will occur and will be developed so as to support school Turnaround initiatives.

10. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

The district office staff will support the principal in making the necessary changes in operational practice. The principal will have increased decision making authority relative to the improvement of classroom instruction. Establishing a climate of high expectations for everyone to include frequent monitoring of progress and making midcourse corrections as needed will occur. Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and creating a culture of high expectations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?
2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?
4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?

6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
7. What role will the LEA play to support the restart and potentially provide some centralized services (e.g., human resources, transportation, special education, and related services)?
8. What assistance will the LEA need from the SEA?
9. How will the LEA hold the charter governing board, CMO, or EMO accountable for specified performance benchmarks?
10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met and are the specifics for dissolution of the charter school outlined in the charter or management contract?

School Closure Model

1. What are the metrics to identify schools to be closed?
2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
3. How will the students and their families be supported by the LEA through the re-enrollment process?
4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?
7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?

8. What supports will be provided to recipient schools if current staff members are reassigned?

9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?

10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

11. How will the LEA track student progress in the recipient schools?

12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?

13. How does school closure fit within the LEA's overall reform efforts?

Step 4: Define Roles and Develop Contracts

1. Briefly describe the role of each of the following groups or partners relative to the implementation of the intervention model.

| GROUP/PARTNER | ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| State Education Agency | ADE - Provide technical assistance and professional development opportunities as well as monitoring and assistance with ACSIP. |
| Local Education Agency | District will create and implement a SIG Support Team, Provide support for grant management; financial and budget issues; and contractual issues. Provide support for Lead and Supporting Partners. |
| Internal Partner (LEA staff) | Support all SIG activities. Provide staff and resources for successful implementation of SIG activities. |
| Lead Partner | Elbow2Elbow - Provide job-embedded professional development to staff and school leadership for implementation of SIG activities. A contract will be developed between the Helena-West Helena School District and E2E, to include Benchmarks and deliverables, upon notice of grant funding. |
| Support Partner | Office of Education Policy - Differential Pay for Performance component of the SIG. A contract will be developed with the Office of Education Policy, to include Benchmarks and deliverables, upon notice of grant funding. |
| Support Partner | Great Rivers Education Cooperative - provide technical assistance for technology and professional development to staff members |
| Principal | Provide leadership for SIG implementation, Participate in Leadership Training provided by Great Rivers Education Cooperative, and serve as the instructional leader of the school working in cooperation with the external provider to increase student achievement. |
| School Staff | Support implementation of all SIG activities. |

| | |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Implementation of ACSIP, participation in job-embedded professional development and collaboration. |
| Parents and Community | Attend parent scheduled sessions; participate in student led conferences; initiate communication with administrators and staff; support the overall academic program of the school |

2. Determine the performance expectations for the lead partner and supporting partners, with quarterly benchmarks.

Note: Developing performance expectations and benchmarks to include in the contract with each partner is one of the LEA's most important responsibilities. Please see the links to web resources at the back of the application to assist in making these decisions and in developing the appropriate contracts. Also engage LEA legal counsel in this process.

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting
Onsite, job-embedded professional development and consultation will be provided for 295 days during the 2011-2012 school year.

School Improvement Support:

- 1) Leadership Support for the principal and school leadership team- (School Improvement Specialist) 100 days
- 2) Support for Literacy, Science and Social Sciences teachers for 90 days
- 3) Math support for Algebra I and Geometry teachers 50 days
- 4) Special Education Support 40 days
- 5) Library Media Specialist Support 15 days

II. Great Rivers Education Cooperative

- 1) Technology Support and integration

III. Office of Education Policy

- 1) Development of Differential Pay for Performance Component

Benchmarks outlined by quarter for each Lead and Supporting partner as listed below.

1st Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

- * 25% of the technical assistance completed
- * Assisted with implementation of the Arkansas' Smart Accountability Plan and ACSIP
- * Data from interim assessments analyzed and data walls created
- * Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum with agendas and minutes
- * Technical assistance in effective instructional leadership practices provided to building administrator

- * Technical assistance provided in the correct and complete implementation of Classroom Walk-Through to include daily walkthroughs
- * Action plans created for specific areas of improvement based on identified teacher and student needs
- * Weekly PLCs with agendas and minutes
- * Assisted with initial staff training on appraisal system and performance pay component completed with agendas and minutes of training sessions
- * Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus maintained
- * Discipline committee created and school plan developed
- * Secured bids on classroom sets of books, computers and iPads
- * Assessed current state of technology and begin repairs, wiring, and installation of software
- * Planned parental involvement/engagement sessions
- * Completed New Teacher Orientation for teachers new to Central High
- * Assessed the needs of basic supplies needed for mathematics and literacy instruction and placed order

Literacy/Mathematics Support

- * 25% of the technical assistance completed
- * Evaluated present literacy and mathematics curriculum and determined degree of vertical and horizontal alignment.
- * Identified curriculum gaps and overlaps in present literacy and mathematics curriculum and determined approach to ensure vertical and horizontal alignment
- * Implemented strategic use of district curriculum/pacing guides in conjunction with data on Total Instructional Alignment documents in content areas.
- * Analyzed instructional materials, resources, lesson design and delivery, multiple forms of data, and research-based practices in use
- * Monitored and supported student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year.
- * Assessed current use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
- * Introduced learning activities that require students to complete assessment tasks that mirror Arkansas Academic Content Standards
- * Established classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
- * Modeled High Yield strategies in classrooms and PLCs; share useful strategies as needed by teachers with particular SLE's
- * Evaluated classroom assessments for rigor
- * Assisted teachers and school-based Instructional Coaches in using state and supplementary resources to create assessments
- * Provided teachers with performance feedback after classroom observations and modeled strategies they incorporate in the classroom

- * Analyzed student data from formative assessments including both teacher-created and district-created tests; provided instruction on planning for reteaching and remediation according to data
- * Train first cohort of students in student-led conference process

Special Education Support

- *25% of the technical assistance completed
- * Established processes and procedures for special services teachers to support benchmark readiness for special services students
- * Established processes and procedures for timely and accurate completion of portfolio assessments for special services students
- * IEP committee convened to conduct a review of IEPs to determine appropriate placement, necessary revisions made, modifications provided to teachers
- * Reviewed delivery model for inclusion to ensure effective implementation

Library Media Specialist Support

- *25% of the technical assistance completed
- * Media Center: Automated check-out system installed; initial training complete; novels ordered, processed, shelved
- * Independent Reading: Accelerated Reader purchased and installed; Accelerated Reader testing implemented in all English classes; lexile/grade level determined for each student (STAR testing);
- * Completed classroom elements: student orientation; student documentation procedures; student testing guidelines; student orientation into STAR and AR testing; parent notification of procedures
- * Classroom Libraries: Completed elements: inventories of current novels; novel lists compiled and ordered per grade level based on STAR Reading Inventory/Arkansas Frameworks/ Common Core Frameworks
- * Periodicals: Inventory current subscriptions; research possibilities for all disciplines: interest surveys of students/faculty/administration complete
- * Technology: iPad training complete for English and Math teachers; Kindle downloaded; procedures for applications designed, documentation determined, implementation guidelines completed

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology and Professional Development

- * Assisted Central Technology Coordinator as requested
- * Supported teachers integrating technology to enhance instruction

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

- * Initial Central staff meeting conducted to review components of Differential Pay for Performance component of SIG based on student achievement and administrator/teacher evaluations
- * Timelines for collection of student and teacher data established with Helena-West Helena Superintendent
- * Provide technical assistance in creating teacher report cards.
- * Develop year end growth goals with school staff

2nd Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

- * 50% of the technical assistance completed
- * Assisted with implementation of the Arkansas Smart Accountability Plan and ACSIP
- * Data from interim assessments analyzed and data walls updated
- * Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum with agendas and minutes
- * Technical assistance in effective instructional leadership practices provided to building administrator
- * Technical assistance in the correct and complete implementation of Classroom-Walk-Through to include daily walkthroughs
- * School Leadership Action Plans created for specific areas of improvement based on identified teacher/student needs are updated to reflect current needs
- * Weekly PLCs with agendas and minutes
- * Continue staff training on appraisal system and performance pay component to include agendas and minutes of training sessions
- * Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus
- * Discipline plan monitored by committee to include feedback from teachers and students with adjustments made as needs determine
- * Developed an ACT Saturday School implementation plan
- * Technology walkthroughs conducted to assess technology integration in lesson delivery

Literacy and Mathematics Support

- * Assisted teachers in the development of lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning in every classroom

- * Monitored strategic use of district curriculum/pacing guides in conjunction with data on Total Instructional documents in content areas.
- * Provided job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices
- * Provided varied student-centered instructional practices and individualized student plans to promote mastery learning in each classroom
- * Facilitated professional development and coaching to address use of high yield instructional strategies, techniques addressing various learning styles, higher-order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
- * Provided feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Arkansas Academic Content Standards
- * Monitored classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
- * Student-Led Conferences held and additional students trained

Special Education Support

- * 50% of the technical assistance completed
- * Monitored processes and procedures for special services teachers to support benchmark readiness for special services students
- * Monitored processes and procedures for timely and accurate completion of portfolio assessments for special services students
- * Monitored classroom instruction for implementation of stated modifications and differentiated strategies for special services students
- * Reviewed delivery model for inclusion to ensure effective implementation

Library Media Specialist Support

- * 50% of the technical assistance completed
- * Media Center: Automated check-out system reviewed; second phase training complete; data analyzed for checkout of new novels; nonfiction print resources ordered
- * Independent Reading: Accelerated Reader implemented in all English classes; second testing for lexile/grade level updated; data from second STAR testing analyzed and presented to full faculty; determinations based on data for next steps
- * Classroom Libraries: New novels coded and available to students; documentation for novel checkout procedures designed
- * Periodicals: Subscriptions completed, received, available to students/ faculty; research possibilities for all disciplines: interest surveys of students/faculty/administration complete
- * Technology: iPad usage data analyzed; Kindle usage data analyzed; next steps designed for spring semester

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology and Professional Development

- * Assisted Central Technology Coordinator as requested
- * Supported teachers integrating technology to enhance instruction

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

- * Collected student and teacher data available to prepare for calculating Differential Pay for Performance once student test scores arrive

3rd Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

- * 75% of the technical assistance completed
- * Assisted with implementation of the Arkansas' Smart Accountability Plan and ACSIP
- * Data from interim assessments analyzed and data walls updated
- * Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum to include agendas and minutes
- * Technical assistance in effective instructional leadership practices provided to building administrator
- * Technical assistance in the correct and complete implementation of Classroom-Walk-Through to include daily walkthroughs
- * School Leadership Action Plans created for specific areas of improvement based on identified teacher/student needs are updated to reflect current needs
- * Weekly PLCs with agendas and minutes
- * Continued staff training on appraisal system and performance pay component to include agendas and minutes of training sessions
- * Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus
- * Discipline plan monitored by committee to include feedback from teachers and students with adjustments made as needs determine
- * Completed ACT Saturday School implementation plan

Literacy and Mathematics Support

- * Monitored the use of instructional calendars, lesson plans, and individual student plans

- * Increased development and implementation of creative approaches to instructional materials, resources, lesson design and delivery, multiple forms of data, and research-based practices
- * Facilitated professional development to include PLCs and provided job-embedded coaching to address use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, and multiple intelligences, and effectiveness of data disaggregation
- * Provided feedback and additional instruction to teachers as teachers used authentic assessments and rubrics to complete assessment tasks that mirror Arkansas Academic Content Standards
- * Provided techniques for electronically sharing of lesson plans, curriculum maps, total instructional alignment documents, and sample strategies
- * Student-Led Conferences held and additional students trained

Special Education Support

- * 75% of the technical assistance completed
- * Monitored and supported special services teachers in the implementation of processes and procedures for special services teachers to support benchmark readiness for special services students.
- * Monitored and supported special services teachers in the implementation of processes and procedures for timely and accurate completion of portfolio assessments for special services students.
- * Monitored classroom instruction for implementation of stated modifications and differentiated strategies for special needs students.
- * Reviewed delivery model for inclusion to ensure effective implementation

Library Media Specialist Support

- * 75% of the technical assistance completed
- * Media Center: Automated check-out system reviewed; nonfiction print resources ordered, processed, shelved; data compiled for fiction and nonfiction print usage
- * Independent Reading: Accelerated Reader implemented in all classes across-the-curriculum; third testing for lexile/grade level update/increase; data from third STAR testing analyzed and presented to full faculty; determinations based on data for next steps
- * Periodicals: Usage documentation created; usage data reviewed; determined needs based on data
- * Technology: additional applications researched; lessons designed using new applications

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology and Professional Development

- *Assisted Central Technology Coordinator as requested
- * Supported teachers integrating technology to enhance instruction

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

- * Meet with Superintendent and School Leadership to review final process in calculating Differential Pay for Performance.
- * Analyze and disseminate mid-year data to teachers
- * Conducted meeting with all Central staff regarding Differential Pay for Performance Component and year end process

4th Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

- * 100% of the technical assistance completed
- * Assisted with implementation of the Arkansas' Smart Accountability Plan and ACSIP
- * Data from interim assessments analyzed and data walls updated
- *Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum to include agendas and minutes
- * Technical assistance in effective instructional leadership practices provided to building administrator
- *Technical assistance in the correct and complete implementation of Classroom-Walk-Through to include daily walkthroughs
- * School Leadership Action Plans created for specific areas of improvement based on identified teacher/student needs are updated to reflect current needs
- *Weekly PLCs with agendas and minutes
- *Continue staff training on appraisal system and performance pay component to include agendas and minutes of training sessions
- *Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus
- *Discipline plan monitored by committee to include feedback from teachers and students with adjustments made as needs determine

Literacy and Mathematics Support

- * Incorporated first steps toward inclusion of Common Core Standards to mesh with present curriculum
- * Increased development and implementation of creative approaches to instructional materials, resources, lesson design and delivery, multiple forms of data, and research-based practices
- * Provided one-on-one feedback to address use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
- * Paralleled data analysis, authentic assessments, and rubric application to hone assessment tasks that mirror Arkansas Academic Content Standards and Common Core Standards.
- * Evaluated effectiveness of techniques for electronically sharing of lesson plans, curriculum maps, total instructional alignment documents, and sample strategies and determined next steps in the process.
- * Student-Led Conferences held and additional students trained

Special Education Support

- * 100% of the technical assistance completed
- * Monitored and supported special services teachers in the implementation of processes and procedures for special services teachers to support benchmark readiness for special services students.
- * Monitored and supported special services teachers in the implementation of processes and procedures for timely and accurate completion of portfolio assessments for special services students.
- * Monitored classroom instruction for implementation of stated modifications and differentiated strategies for special needs students.
- * Reviewed delivery model for inclusion to ensure effective implementation

Library Media Specialist Support

- * 100% of the technical assistance completed
- * Media Center: Analysis of effectiveness of automated check-out system completed, documented, shared with faculty; fiction and nonfiction print resources evaluated and determinations completed for additions based on usage data; orders placed for additional print novels and nonfiction
- * Independent Reading: Effectiveness of Accelerated Reader implementation determined based on exit data from reading exams and STAR testing; Post testing for lexile/grade level update/increase; data from STAR post test analyzed and presented to full faculty; determinations based on data for next steps
- * Classroom Libraries: Analyzed effectiveness of procedures, availability of novels, impact on student reading scores; novel needs determined; order placed for next school year

- * Periodicals: Usage documentation completed; usage data reviewed; needs determined based on data; orders placed for next school year
- * Technology: Analysis of usage, effectiveness, and engagement; additional applications researched; lessons designed using new applications

E2E Specialists will provide job-embedded professional development, demonstration lessons, resource evaluation and opportunities for continuous reflection, discussion, and processing of new learning throughout the 2011-2012 school year.

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology and Professional Development

- * Assisted Central Technology Coordinator as requested
- * Supported teachers integrating technology to enhance instruction

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

- * Compute year end growth and bonus amounts based on selected measures.
- * Complete evaluation of effectiveness of the program.
- * Teacher report cards delivered as soon as assessment data from state is available



3. Describe how the LEA's will monitor implementation of the intervention model. Who will do what and when?

The Helena-West Helena School District will implement a self evaluation of the goals and objectives to include the signed assurances of the SIG application.

The self evaluation will include the analysis of each subgroup population's summative and formative assessments data to determine impact of grant objectives. Summative data will include standardized assessments of student achievement compared to Central's baseline data and needs assessment data; pre- and post- teacher evaluation ratings based on the Helena-West Helena School District Evaluation and Professional Growth Comprehensive Assessment Plan, and pre- and post- attitudinal surveys for teachers and students. Formative assessments will include interviews from PLC focus groups, classroom observations, lesson plan analysis and data from Target Tests. Person Responsible: Willie C. Williams, Superintendent

The LEA (District and School) will monitor implementation of the intervention model using a systematic process to include:

Formation of a District School Improvement Team to include Superintendent, Principal/Asst. Principals, Professional Development Coordinator, Title I Coordinator, High School Instructional Math and Literacy Coaches, E2E Specialists, District Test Coordinator and Project Manager. Monthly District School Improvement Team meetings will occur. Utilizing the Benchmarks, Proposed Activities and Timelines as outlined in the SIG application, the Project Manager will provide, at each monthly meeting, written reports of progress toward meeting established outcomes for each Goal and Objective. A plan of action, relative to information reported, will be developed for implementation. Roles and responsibilities of the District School Improvement Team garnering additional resources and support to be provided at the district level and will include regular visitations to Central High and direct participation in CWTs, PLCs, and School Leadership Team meetings. These roles and responsibilities for District Leadership Team members will be developed under the direction of the Superintendent of Schools.

E2E will submit agendas to the Superintendent, District Curriculum Coordinator, Central High Principal/Assistant Principals, and Project Manager on Monday outlining weekly activities. E2E agendas are signed by school personnel at the end of the day. Since a debrief occurs at the end of each school visit where suggestions for administrator follow-up are given and the next visit is planned, the agendas merely serve as a reminder for the upcoming visit. Additionally, E2E Specialists will submit weekly written reports to the Superintendent and Project Manager outlining activities and challenges encountered the previous week.

The Project Manager will provide monthly updates relative to established Quarterly Benchmarks, proposed activities, and timelines to the Board of Education. Throughout SIG implementation, the District School Improvement Team, project manager, supporting external partners, principal and school leadership team will meet quarterly

to assess progress and review evidence of implementation, which will allow for making mid-course corrections as needed.

Sign in sheets from professional development trainings will be kept on file in the principals office.

It is the expectation of the District Leadership that a transformation of Central High will occur. To that end, the principal will be given reasonable authority to conduct activities necessary to meet that expectation.

This method of authenticated and scheduled progress monitoring of SIG activities will allow school and district leadership to make informed decisions regarding the district level of support needed for successful implementation of activities as outlined. Additionally, lack of commitment for improvement and unsatisfactory efforts towards improvement on the part of Central staff will be documented. Documentation will be used to make staff changes as necessary.



Step 5: Forge Working Relationships

Describe how the LEA will promote the working relationships among the groups and partners committed to this intervention—the state, the LEA, the lead partner, the support partners, the internal partner, the principal, school teams, and the parents and community.

The Helena-West Helena School District and Central High School will work cooperatively to establish a cohesive relationship among all groups and partners committed to this intervention. District leadership will assist with scheduling, providing locations, advertising, dissemination of documentation of meeting notes, and full disclosure of reports submitted to ADE. Two-way communication will be established for the purpose of sharing information, providing updates, reporting progress, and planning next steps. Regularly scheduled meetings between all partners will occur for this purpose thereby encouraging participation of community members, parents and stakeholders. An "open door" policy at school will be developed to encourage community members, parents and stakeholders to observe progress and participate as appropriate in SIG activities.

District and school leadership will promote working relationships among the groups and partners committed to this intervention. The school will monitor the implementation of actions as outlined in the ACSIP and work to ensure that funds available are spent in such a way as to enhance the agreed upon actions of the SIG and ACSIP.

District and school leadership will work closely with the state to ensure the ACSIP model is reflective of the activities of the school and includes input from staff in the development and revision of ACSIP. The LEA will seek assistance from the Arkansas Department of Education and the State Speciality Team as needs determine.

The principal is committed to working with the external provider and supporting partners to build capacity at all levels to include enhancement of his own leadership practices necessary to effectively lead school improvement efforts at Central High.

School leadership will work with the lead and supporting partners to ensure that staff members are active participants in the school improvement efforts and the overall improvement of the instructional delivery system. Staff members will be expected to implement prescribed activities to ensure academic improvement of all students.

Additional effort will be put forth to involve all parents and community partners. Parents will be provided multiple opportunities to be involved/engaged in their child's education. A Parent Coordinator is proposed as a part of the SIG activities. We realize that parental involvement/engagement is lacking at Central and that efforts to increase involvement/engagement of parents has been limited. One of the most effective ways to do this is through implementation of student-led conferences to be held twice a year. Extensive training will be provided to leadership, faculty and students to ensure success in this effort. Additionally, based on information shared by

parents through parental involvement surveys, interactions with parents, and focus groups conducted, six additional training sessions for parents will be scheduled throughout the year. In addition to the topics of interest of specific parent groups, detailed information will be shared relative to state testing, use of data, and college and career opportunities. The Parent Coordinator will schedule and provide additional involvement/engagement opportunities for small groups of parents as needs determine. Effort will also be increased to create a positive relationship with local media outlets to present and publish positive newsworthy events for Central High.

School Leadership and the Lead Partner will meet with the Phillips County Strategic Plan Education Goal Committee twice a year to report progress and ask for input on actions being taken to improve Central High.

The Office of Education Policy will provide explanations and clarification to leadership and staff on development and implementation of the Differential Pay for Performance component of the SIG.

An effort will be made to established parent organizations and community organizations support will be solicited by the Parent Coordinator and district leadership. These partnerships will serve as a forum for disseminating information relative to progress toward meeting SIG goals and objectives.

To create an atmosphere of a true professional learning community willing to do whatever it takes to improve student achievement at Central High, all meetings held will include agendas with minutes that will be posted and shared with everyone in the school community so that all are aware of the progress toward meeting established objectives. Leadership Team meetings will be a place where the vision and mission of Central High to become a world class school will be constantly revisited and plans will be made to achieve this goal.



Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

| Name | Role | | Name | Role |
|---------------------|--------------------------------|--|------|------|
| Willie C. Williams | Superintendent | | | |
| Maurice Smith | Principal | | | |
| Sanetta Davis | Assistant Principal | | | |
| Earnest Simpson III | Assistant Principal | | | |
| Bobbie Clifton | Curriculum Facilitator | | | |
| Lora Radford | Math Instructional Facilitator | | | |
| Charles McGehee | Counselor | | | |
| Robert Artis | Counselor | | | |
| Tommie Fridell | Teacher | | | |
| Knikiah Banks | Teacher | | | |

Meetings

| Location | Date | | Location | Date |
|-------------------------------------------|---------|--|-------------------------------------------|-------------------|
| Central High School | 1/20/11 | | Helena-West Helena School District Office | 3/3/11 |
| Helena-West Helena School District Office | 1/31/11 | | Central High School | 3/14/11 & 3/30/11 |
| Central High School | 2/7/11 | | Helena-West Helena School District Office | 3/17/11 & 4/4/11 |

| | | | | |
|---------------------|---------|--|------------------------------------------|---------|
| Central High School | 2/28/11 | | Great Rivers Education Cooperative | 3/30/11 |
|---------------------|---------|--|------------------------------------------|---------|

Step 7: Sustainability

Please tell how the LEA will continue the commitment to sustain reforms after the funding period ends.

The LEA plan for sustainability must be embedded in intervention implementation. Sustainability does not happen at the end of the grant period, but is an integral part of the entire process. The application should include an identified mechanism for measuring and supporting capacity building of the local school board, central administration and building level administration; and a change in school culture to support the intervention implemented in the school or schools. Such mechanisms must include the use of formative evaluations to drive instruction and support the intervention; and may include differential pay for highly effective teachers. Sustainability must be addressed within the Implementation Plan.

The ADE will assess the LEA's commitment to sustaining reforms after the funding period ends by:

- Review LEA goals and objectives;
- Review LEA three-year budget;
- Review ACSIP interventions and actions
- Review implementation of Scholastic Audit Recommendations
- Review alignment of funds for the continued support of those successful intervention efforts and strategies.
- Monitor targeted changes in practice and student outcomes and make adjustments as needed to meet identified goals.
- Review short-term and long-term interventions as well as review the accountability processes that provide the oversight of the interventions, school improvement activities, financial management, and operations of the school.
- Review a timeline of continued implementation of the intervention strategies that are aligned with the resources, school's mission, goals, and needs.
- Review professional development plans for staff and administrators to ensure data analysis is ongoing and will result in appropriate program adjustments to instruction.
- Monitor the staff and administrators commitment to continuous process by providing professional development to increase the capacity of the staff to deliver quality, targeted instruction for all students.

unds will be used to transform Central High School and build capacity among its leadership and staff. At the end of the grant period, building level leadership will have developed the leadership skills necessary to effectively continue improvement efforts. As PLCs will be established and fully functioning; staff will have an increased understanding of the power of utilizing data from formand effective teaching strategies to increase student achievement. Throughout the grant period, teacher knowledge and skills, and support to incorporate improvement practices will be developed. This new knowledge and skill attainment will result in permanent changes in the design and delivery of instruction.

Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and the creation a culture of high expectations.

Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

The school improvement plan requires that processes, procedures, training, and collaboration take place to support capacity growth for the system and school staff. Instructional and leadership growth will be paramount to sustain the change outlined in the plan.

The plan for improvement outlined in the grant provides a platform of support for leadership and teacher professional growth, instructional improvements, established systems of student support for increased achievement, and leadership responsibility. The plan will be embedded into the school's ACSIP which will serve as a roadmap for continued progress.

Following the outline of the plan with deliberate implementation and fidelity will build a foundation for sustained reform at the end of the grant funding period. The use of a Project Manager will allow for the monthly monitoring, ensuring the fidelity of the implementation of SIG activities making them day-to-day processes of school and system operations. Through these supports, the focus for improvement will remain laser-like even though changes may occur in the attrition of personnel.

The Instructional Coaches that have been in place at Central for two years will not be possible to maintain as planned for the 2011-2012 school term without grant funding. The Helena-West Helena School District is in fiscal distress and enforcing the RIF policy at the present time. Surpluss staff is not being rehired for the 2011-2012 school term. It is believed that the district will be out of fiscal distress at the end of the grant funding and the positions can be re-hired utilizing district funds as available.

Schoo level building leadership will establish a plan for monitoring and ensuring an implementation that is consistent and pervasive.

The Project Manager will provide written monthly updates relative to established Quarterly Benchmarks to the Superintendent and monthly reports to the Board of Education. Throughout SIG implementation, the District School Improvement Team, project manager, supporting external partners, principal and school leadership team will meet quarterly to assess progress and review evidence of implementation, which will formulate mid-course corrections as needed. E2E Specialists will keep district leadership informed through a written report of progress submitted weekly.

Changing the culture at Central High School to one of high expectations for leadership, staff and students will result in institutionalization of effective practices making them

become routine and embedded in day-to-day operations. Central will become a place where success is the only option and all decisions made are based on what is best for students.

Since the main thrust of selecting E2E is to build capacity among existing school and district leadership and staff, the Helena-West Helena School District will be able to continue improvement practices once funding ends. By working closely with district/school leadership as well as the Professional Development Center Coordinator, best practices and support for school improvement will be sustained as implementation efforts not only continue at Central High but other underperforming schools in the district.

It is not anticipated that, with the degree of support planned, and the capacity building approach, a need will exist for the full time Technology Support staff at the end of the grant period.

The Differential Pay for Performance component will be highly motivating to teachers and increase likelihood of full implementation of SIG activities, resulting in an increase in teacher effectiveness and student learning. This will ensure a true change in the culture, resulting in teachers not only having high expectations for students, but also for self and others. The changes needed will require the entire staff, classified and non classified, to embrace and implement those skills that demonstrate a commitment to high expectations for self, students, parents and community. At the end of the grant period, district administration and the Helena West Helena School Board is committed to continuing a Differential Pay for Performance utilizing available funds. Additionally, since dramatically improving teacher attendance will be an objective for the grant, and is a weighted component for the Differential Pay for Performance component of the grant, it is believed that the behavior of improved teacher attendance will extend beyond the grant period as the culture of the school changes to include high expectations for self and others, as well as a sense of urgency for improving student achievement.

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

Please complete the following goal and objective pages for each Tier I, Tier II, and Tier III school being served.

Tier I - Central High School



FY 2011 School Improvement Grant - Section 1003(g)

LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal 1 - To increase the percentage of students in all identifiable subgroups scoring proficient or above on the 11th grade Literacy, Algebra I and Geometry Exams through the use of standards based essential curriculum and implementation of best practices for instruction/assessment including the use of technology.

| Objective | Measureable Outcome(s) | List Evidence to Document Improvement or Progress Toward Goal | Implementation Date | Target Completion Date | Person Responsible |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------|------------------------|---------------------------------------------|
| To increase student achievement in reading and writing. | -- At least 10% annual growth in the percentage of students scoring proficient or advanced on the state 11th grade Literacy Exam. | Results of the 11th grade Literacy Exam, Algebra I and Geometry Exams. | August, 2011 | June, 2012 | - Building Level Principal |
| To increase student achievement in Algebra I and Geometry. | -- At least 10% annual growth in the percentage of students scoring proficient or advanced on the state Algebra I and Geometry Exams. | Documentation of teacher use of adopted pacing guides, curriculum resources and common assessments. | August, 2011 | June 2012 | - Building Level Principal, E2E Specialists |
| | | CWT documentation conducted by administrators | August, 2011 | May 2012 | - Building Level Principal, E2E Specialists |

| | |
|--------------------------------------------------------------------------------|--|
| FY 2011 School Improvement Grant - Section 1003(g) LEA Goals and Objectives | |
|--------------------------------------------------------------------------------|--|

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal 1 Con't - To increase the percentage of students in all identifiable subgroups scoring proficient or above on the 11th grade Literacy, Algebra I and Geometry Exams through the use of standards based essential curriculum and implementation of best practices for instruction/assessment including the use of technology.

| Objective | Measureable Outcome(s) | List Evidence to Document Improvement or Progress Toward Goal | Implementation Date | Target Completion Date | Person Responsible |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------|-------------------------------------------------------------|
| To increase student achievement in reading and writing. | -- At least 10% annual growth in the percentage of students scoring proficient or advanced on the state 11th grade Literacy Exam. | -- PLC agendas and minutes documenting a focus on teaching and learning to include: data analysis, teacher skill attainment of best practice, high yield strategies, effective lesson design and delivery, using data to inform instruction and identification of curriculum gaps and overlaps. | August, 2011 | May 2012 | Building Level Math and Literacy Instructional Facilitators |
| To increase student achievement in Algebra I and Geometry. | -- At least 10% annual growth in the percentage of students scoring proficient or advanced on the state Algebra I and Geometry Exams. | -- E2E reports submitted weekly to District Leadership Team and principal. | August, 2011 | May 2012 | E2E Instructional Specialists |
| To fully implement professional development strategies for improvement provided by E2E. | | | | | |

FY 2011 School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal 2 – School leaders and staff provide a school climate conducive to learning.

| Objective | Measureable Outcome(s) | List Evidence to Document Improvement or Progress Toward Goal | Implementation Date | Target Completion Date | Person Responsible |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------|------------------------|--------------------------|
| Building level administrators and staff demonstrate high expectations for learning, discipline, attendance (teacher and student) and graduation | ** Building level administrators, staff and stakeholders will develop a vision, mission and belief statements reflective of consistent interpretation of board policy and an embedded belief that all students can learn. | A developed vision, mission and belief statements | August, 2011 | Sept, 2011 | Building Level Principal |
| Building level administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation | ** PLCs meet weekly | PLC meeting agendas indicate collaboration on lesson planning, strategies and shared decision making; | | May, 2011 | |

FY 2011 School Improvement Grant - Section 1003(g)

LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal 2 Con't– School leaders and staff provide a school climate conducive to learning.

| Objective | Measureable Outcome(s) | List Evidence to Document Improvement or Progress Toward Goal | Implementation Date | Target Completion Date | Person Responsible |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------|--------------------------|
| Building level administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation. | Consistently implement policies and procedures for student behavior as outlined in teacher and student handbooks. | -- Agendas and minutes reflecting training for staff, teachers and students on policies and procedures as outlined in the teacher and student handbooks. | August, 2011 | May, 2012 | Building Level Principal |
| | | -- Individual Growth Plans that document training and support provided to individual teachers as needs are determined. | August, 2011 | May, 2012 | Building Level Principal |
| | | -- Graduation Coach Early Warning System tracking of students | August, 2011 | May, 2012 | Building Level Principal |

FY 2011 School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal 2 Con't– School leaders and staff provide a school climate conducive to learning.

| Objective | Measureable Outcome(s) | List Evidence to Document Improvement or Progress Toward Goal | Implementati on Date | Target Completi on Date | Person Responsible |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------|---------------------------|
| Building level administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation | Increase student attendance rate by 3% over the previous year. | State attendance rate for 2010-2011 and 2011-2012 | August, 2011 | June, 2012 | District Test Coordinator |
| | Decrease the percentage of discipline referrals by 10% over 2010-2011 | Teacher logs contacting parents. Copies of parent notifications according to District policy. Documentation of referrals to Truancy Officer. | August, 2011 | May, 2012 | Building Level Principal |

FY 2011 School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal 2 Con't– School leaders and staff provide a school climate conducive to learning

| Objective | Measureable Outcome(s) | List Evidence to Document Improvement or Progress Toward Goal | Implementati on Date | Target Completi on Date | Person Responsible |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------|----------------------------|
| Building level administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation | Establish a mentor/mentee program for habitual non attendees. | Mentor daily logs documenting mentor/mentee interactions regarding attendance. | August, 2011 | May, 2012 | Mentor Program Coordinator |
| | Percent of 12 th grade students graduating will increase by 10% over the previous year | Completed High School Graduation Plan. Counselor logs documenting activities, a minimum of once a quarter, with each individual 12th grade student outlining the required courses and career planning. | August, 2011 | May, 2012 | School Counselors |

FY 2011 School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal : 2 Con't– School leaders and staff provide a school climate conducive to learning.

| Objective | Measureable Outcome(s) | List Evidence to Document Improvement or Progress Toward Goal | Implementati on Date | Target Completi on Date | Person Responsible |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------|---------------------------------------------------|
| Building level administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation | Increase teacher attendance rate by 9 percentage points for the 2010-2011 year | Monthly Teachers Attendance Reports | August 2011 | May, 2012 | Building Level Principal |
| Fully implement 9 th Grade Academies | Increase the percentage of 9 th grade students obtaining sophmore status by 10% when compared to baseline year (2010-2011) | Graduation Coach/teacher Early Warning System Tracking of at risk students, PLC minutes and agendas, Saturday School Documentation, Interventionist Teacher Documentation | August 2011 | May, 2012 | 9 th Grade Academy Director/ Principal |

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier I and Tier II Schools

Describe actions the LEA has taken or will take, to:

- Design and implement interventions consistent with the final requirements of selected model;
- Recruit, screen, and select external providers, if applicable, to ensure their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (language in collective bargaining agreements and changes in decision-making policies and mechanisms); and
- Sustain the reforms after the funding period ends.

*** Design and implement interventions consistent with the final requirements of selected model;

Proposed Activities

Parental Involvement/Engagement - Year 1-2-3

To coordinate the proposed activities and partnerships, a parent coordinator will be hired using SIG funds. This position will be a full time position and will require a person that is willing and able to execute the activities as outline, as well as form creative and lasting partnerships with parents and community. The parent coordinator will work to coordinate with local social and health service providers to help meet the needs of the families of Central High students. Coordination with GED programs will also occur. Activities implemented at Central High will be consistent with district initiatives for parental involvement/engagement. Activities to encourage meaningful involvement/engagement with our families will include parent/guardian sessions focusing on topics of interest to parents, Edline usage, discipline, effective parenting, social issues, and beyond high school. In addition to informal sessions, six formal information/sharing sessions will be planned and offered over the course of the year. A lite meal and child care will be provided so as not to exclude parents needing this support to attend. These activities will complement the additional efforts of the administration and staff that are planned for the regular school day. It is the expectation that teachers will establish two-way communications with parents and guardians. To this end, each teacher will be required to initiate a positive contact each of their students' parents within the first thirty days of school. Teachers will be required to maintain regular contact, verbal and written, with all families. Written logs will be kept by the teachers as documentation for parental contact. The newly purchased automated phone notification system will be utilized fully by Central High staff to inform parents of meetings at school and notify them when their student is absent or tardy.

Edline will also be utilized to allow for parents to have access to their student's grades online. Additionally, two phones dedicated for teacher use to call parents in private, will be purchased. Teachers report that having to use the office phone to call parents is a hindrance to the process of keeping parents informed. Central High staff and students need parents to be actively involved. Structured and established procedures for encouraging meaningful parental involvement/engagement will strengthen the academic program and communicate to students high expectations from school and family for both academics and behavior.

As a part of the efforts to increase parental involvement/engagement, student-led conferences will be held. This will help students take responsibility of their own learning, reflect on what they have learned, and set goals for themselves. During student-led conferences, teachers act as facilitators as students review their work and progress toward established goals with their parents. Students will review work from a portfolio filled with a project they have completed or assignments they have collected before the conference. Parents will be asked to complete a post-conference reflection form. The conference process helps students comprehend the importance and means of taking charge of their own learning. Training for the conferences will begin with a small cohort of students to participate in the fall. Additional students will be added gradually so as to allow for school personnel to support them in this process. Conferences will be scheduled as students are trained and portfolios are developed.

Extended Day - School and Community-Based Service Learning Year 1-2-3

School-based programs engage students in service learning projects that allow students to apply academic content knowledge to real world situations to meet critical community needs. Students experience extended learning through the connection of reading, math, science, and community and school beautification projects. Selected teachers (4 content areas: Language Arts, Math, Science, and Agriculture) work with students to create and develop projects around the school and community to enhance the environment. Service Learning Programs have opportunities for intergenerational programs that span the school, family and community. These programs will be summer and after-school programs that will extend learning beyond the classroom. This is also an opportunity for students to earn possible college credits through service and civic learning.

Extended Day - Restructure/Enhance After School and Saturday School - Year 1-2-3

After School and Saturday School sessions are now being offered. Efforts to increase enrollment has been limited. Restructuring/Enhancing these programs will include a thorough review of the curriculum being taught. The curriculum will be revised to ensure that appropriate grade level activities are incorporated that engage students in the learning process. Opportunities to add relevance and authentic experiences to the core areas will be included. The students of Central High have limited opportunities to be exposed to the arts. Field experiences are planned as a part of the Extended Day Summer and After School Program. The criteria for participating in the field

experiences will include the student participation in the on campus sessions. Additionally, students needing additional support will be targeted for attendance. Parent support for attendance and the programs will be sought.

ACT Saturday School - Year 1-2-3

An ACT Saturday school will be provided to students preparing to take the ACT exam. Instructivision will be the utilized curriculum. The 6 sessions will begin in January and end in February.

Summer Transition Academy - Children's Defense Fund Freedom School - Year 2-3

The Freedom Schools Program is a model from the Children's Defense Fund and will be offered to incoming 9th graders. The five week program encompasses a strong parental and community involvement component. A commitment from parents and support from community members is required for implementation of Freedom School. Teachers in the program (servant leaders) are college students from the community who are trained for two weeks at the University of Tennessee at Knoxville. Servant leaders are used because it supports the research that students learn best from their peers; hence young college students. Students are taught using a model curriculum that supports children and families around five essential components; high quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health and mental health. This would be a positive first experience and introduction to Central High. Research from Freedom School indicates increased in graduation rates of participants.

New Teacher Orientation - Year 1-2-3

Central has approximately 15 new teachers each year. The teachers hired are included in the orientation process for the district, but it is not specific to the expectations of Central High Leadership. This two day session will be specifically for new teachers and supporting department heads and used to build rapport, establish expectations for lesson design/delivery, school climate and classroom management, as well as daily procedures and information specific to Central High School. New teachers will be better prepared to address the challenges the school faces if they are equipped with the necessary tools and if lines of communication are established from the first day of school.

Great Rivers Education Cooperative- Professional Development Opportunities/Technology Support - Year 1-2-3

The Great Rivers Education Cooperative will continue to provide professional development to educators in the Helena-West Helena School District. The district proposes to employee a full time technology position to provide technical assistance and integration to support the identified needs. Additionally, Great Rivers will continue to provide technology expertise to the Central High campus. As evidenced by the

needs assessment, technology at Central High is in need of immediate attention. Because there have been unclear procedures for obtaining technology support at Central High, and equipment has not been kept up to date, the needs assessment shows many areas of concern. Bringing the Central campus into a state of functionality regarding technology will require more support than the Helena-West Helena School District Technology Support staff can provide. As a first step, procedures will be established and clearly communicated to Central High staff by school leadership outlining the necessary steps to secure technology support. Once procedures have been established, technology support to include wiring, replacing and repairing of current technology will begin. Additionally, as the needs assessment indicates, 10 computers are needed for the Media Center, and 36 for the classrooms for 2 per room. Electronic boards are also beyond repair in 5 classrooms and need to be replaced. Teachers will need access to the necessary tools and support to integrate technology into the curriculum. Support will be provided for full integration of technology to enhance instructional delivery.

Technology -Computers/ iPads for Math and Literacy classrooms - Year 1-2-3

To enhance instruction in mathematics and literacy classrooms, class sets of iPads will be purchased for student use. In literacy classrooms, students will utilize this technology to download ebooks or Kindle which provides access to current and classic works of literature for whole class study and individual novel studies. iPads will also be utilized for online research and writing compositions to share electronically with peers and teacher. iPad applications that enhance skill development will be downloaded for use at appropriate times. In math classrooms, iPads will be utilized by the students to access calculators they will need during instruction. iPads will serve as a motivation tool by providing instantaneous feedback for students. For easy access and storage, the iPads will be housed in a rechargeable cart. Computers will be purchased for each of the core classrooms. This will allow teachers to differentiate learning by content, process, product and learning environment.

Graduation Coach - Year 1-2-3

Central High will implement an Early Warning and Response System for identifying students at risk for dropping out or delayed graduation. To ensure success, a Graduation Coach will begin monitoring student progress toward graduation. Teachers will convene to review the Early Warning Tool data and to assist with identifying specific interventions. The Graduation Coach will continue to follow-up on the students' progress regularly. The Graduation Coach will assist with evaluating transcripts, tracking students, ensure guidance processes are taking place, make students aware of scholarship and grant opportunities available, and work with the school principal to ensure there is a Wall of Fame for acceptance awards to colleges. Additionally, the Graduation Coach will assist with career planning. Every student will have a plan for graduation and that plan will be stated at graduation.

Intervention Coach (Reading Teacher) - Year 1-2-3

An Interventionist is being proposed for employment utilizing grant funds. The interventionist would work closely with the Graduation Coach to provide needed interventions to students who are at risk of failing and/or dropping out. The interventionist will not be assigned to a class roster but would assist students in the classroom, small groups and one on one as needed to develop solid literacy skills. Data supports a need for a reading interventionist to work with students to improve their overall reading level. The Renaissance Learning, Inc. Successful Reader program will be utilized.

Instructional Coaches

To support improvement efforts, the district proposes to hire a mathematics coach, literacy coach and a science coach. The coaches will be dedicated to implementing the support structure needed to ensure full implementation of grant activities aimed at increasing student achievement at Central High. To build capacity, the E2E Specialists will work closely with the Instructional Coaches. The expectation for the Instructional Coaches will be to assist with ensuring that strategies, aimed at improving teacher practice to meet the needs of the learners at Central High, occur. Having these positions will ensure that teachers have constant support and feedback as they implement standards based instruction, high yield strategies and utilize data to inform instruction.

Student Incentives - Year 1-2-3

In keeping with the effort to establish a culture of high expectations, student incentives will be provided for improved grades, improved attendance, a decrease in tardiness, and positive behavior. The Student Incentive Plan will be developed in August through committee format and will include input from students, parents, teachers and administrators. Efforts to seek parental involvement/ engagement and support will include inviting parents to attend quarterly recognition ceremonies honoring students' achievement based on the Student Incentive Plan. The Incentive Plan Committee will determine the criteria and eligibility for rewards and incentives. Incentives will also apply to participation in the After School and Saturday School programs to encourage increased participation and will have an educational focus (calculators, books, supplies, t-shirts, etc).

Teacher/Student Mentor/Mentee Program - Year 1-2-3

A Mentor/Mentee Program will be established as a means for improving graduation rates, student attendance, student tardiness, behavior, and overall performance in school. Performance on school assignments and state mandated assessments are adversely affected if students have excessive absences. First period tardiness

negatively impacts first period scholarship. Specifically, using data from the previous year, the staff will be assigned to students who have been identified as having attendance/tardy or discipline issues. Additional students will be added as current school year data suggests. Mentors will meet with mentees (initially) to build rapport and establish goals for the issue that caused the student to be identified for support through this program. Subsequent meetings will be for checking progress toward achieving established goals. The mentor will serve as a role model and positive influence for the student. The mentor will work to engage the parents' assistance in support to improve or alleviate the reason for identification and participation. It will be the expectation from the administration that all teachers and staff serve as mentors to selected students.

Differential Pay for Performance - Year 1-2-3

A Differential Pay for Performance Program is proposed for implementation as a part of the School Improvement Grant. In keeping with establishing a culture of high expectations for all, monetary incentives will be available certified and non-certified staff members as achievement targets are established. Dr. Gary Ritter, University of Arkansas Office of Education Policy, has agreed to assist the Helena-West Helena School District to develop an incentive/reward plan that includes multiple measures of student and teacher performance which will include data obtained from student performance on Benchmarks and EOC exams, multiple teacher evaluations, and staff attendance. Additional options for inclusions to be determined with staff input is student attendance, ACT, as well as an interim assessment component such as the Northwest Evaluation Association (NWEA) assessments or Target Tests. This proposed activity is not yet fully developed as Dr. Ritter feels that teacher buy-in is a large component of the teacher buy in to the component. He will work with the district/school/staff to formulate a plan to include the measures mentioned above and to determine the percentages allocated to each measure.

Classroom Libraries/ Updating Media Centers - Year 1-2-3

Establishing Classroom libraries and updating the Media Center will greatly enhance academics at Central High. Few classrooms have novels available for students to read in or outside of class. Standardized and state exams indicate students read below grade level and past practices observed have not noted that students are encouraged to read independently. Surveys reveal students are exposed to few print materials (books, newspapers, magazines) outside the school hours. Additionally, students report that they do not personally own novels and/or research materials. Classic works of literature and their characters are not familiar to many students, and background information and story elements are not rooted in the understanding of students. Books will be housed in each classroom and students will be encouraged to check out books for reading outside of school. All books in the Classroom library will be available on Accelerated Reader and students will be encouraged to test on books read. Incentives will be provided as a part of ensuring success of this program.

The two Media Centers located at Central are not automated and current subscriptions and titles have not been purchased in recent years. At present, the library is not an inviting place for students due to the lack of books and resources available. Accelerated Reader is proposed for implementation at Central. Through this program, students will be encouraged to read and then receive incentives for reading. The data obtained from the STAR reports will be analyzed and used in providing interventions to struggling students. A limited number of computers are available for students to use for research and document preparation.

Ninth Grade Academy - Year 1-2-3

The initial training for the 9th Grade Academy was conducted in 2009-2010. Changes in personnel have made implementation incomplete. Training was not provided as intended for those involved in implementation. The current administration is committed to fully implementing 9th Grade Academies for 2011-2012. The AVID program will be utilized as a part of implementation. The 9th Grade Academy concept will be utilized as a transition activity and to ensure success for students at the high school level. The Academy concept will allow students to feel connected to significant adults, a positive peer group in a smaller setting.

School Culture - Speaker, Clifton Taulbert will present two sessions on Building Community. This activity will serve as a "Kick off" for the transformation to occur at Central High.

Project Manager - Year 1-2-3

A Project Manager will be hired to oversee activities and report progress relative to meeting the established goals and objectives. Monthly updates of the School Improvement Grant will be provided to the Helena-West Helena Board of Education. In addition to general oversight, the role of the Project Manager will be to assist with facilitating communication among the district/school leadership, and partners and to monitor implementation. This person will ensure implementation of School Improvement Grant Activities with fidelity and integrity.

Elbow2Elbow Educational Consulting - Job-Embedded Professional Development - Year 1 -2 -3

The District has chosen to implement its activities around the Arkansas Standards and Indicators for School Improvement and has asked the selected vendor to organize their body of work into complimented sections or components. The selected vendor is Elbow2Elbow Educational Consulting (E2E). The following is a description of the components selected by E2E and the activities that will take place to ensure that goals and objectives as stated in the application are met. The description ensures collaboration between the selected vendor's specialists and the district school leadership to ensure success of implementation. The six components chosen include

Leadership and Decision Making, School Climate, Curriculum and Instruction, Human Capital, Scheduling and Learning Time, and Student Support. The District was interested in having Leadership support as well as mathematics, literacy, science and social sciences support for teachers as they participate in job embedded professional development and learn/practice new skills and strategies. Elbow 2 Elbow Educational Consulting will provide onsite, job-embedded professional development and consultation for 295 days each year (2011-2012, 2012-2013, 2013-2014)

1) Leadership and Decision Making

To support leadership and decision making at Central High, E2E Specialists will: assist the principal in developing a master schedule that affords students access to all classes regardless of cultural background, physical abilities, socioeconomic status and intellectual abilities with attention to matching student needs with strengths of staff. Additionally, assistance with developing procedures that ensure an effective student/teacher ratio for meeting the needs of all students and require decision changes including staffing assignments and inclusion of community resources based on student achievement data will be provided. A process for joint walkthroughs for the purpose of collecting ongoing data regarding the learning environment and establishing feedback loops on instructional, safety, health, order and equity issues (Barnes & Miller, 2001) will be established.

E2E Specialists will collaborate with school/district leadership and staff in identifying instructional resources to ensure that they are supporting the school's intended/implemented curriculum in all content areas and are age and developmentally appropriate for all students. A variety of electronic and printed resources should be utilized to effectively deliver the curriculum and support learning in all classrooms.

Regular grade level meetings will occur to collaboratively analyze student work in all content areas for the purpose of identifying individual student strengths and deficiencies in order to make instructional decisions and to improve student performance will be scheduled by the principal. A plan of action will be developed for implementation of high yield instructional strategies with monitoring and support of classroom instruction by school leadership. All instructional strategies should be aligned to district, school and state learning goals.

To maximize individual student learning needs and the vision/mission/beliefs, E2E Specialists will assist district/school leadership, staff/stakeholders in determining a clearly defined budget policy that includes the allocation/augmentation of all resources by facilitating long-term, collaborative, research-informed financial planning. In addition to developing standing committees to assess resource allocation to ensure resources are equitable and encourage high student/staff performance, the development of partnerships with external entities (art/community centers/libraries/etc.) will be sought. The development of a protocol for obtaining resources from external sources to augment school allocations will be explored. E2E Specialists will also provide

assistance as needed in the development of a needs assessment that includes monitoring and modifying expenditures for maximum benefit. A regular review of ACSIP and grants, as obtained, to ensure that funds are being spent in an informed and intentional manner according to budget will occur on a regular basis.

E2E Specialists will facilitate and seek additional opportunities for school leadership and district personnel to select professional development that addresses the needs of individual administrators, teachers, and students. Professional development should be relevant and embrace innovative, research-based approaches to improving leadership and instructional practice. All professional development for leadership and staff should be aligned with the ACSIP, individual action plans, and Individual Growth Plans.

E2E Specialists will provide guidance and support to district/school leadership by facilitating the development of a formal process to conduct a needs assessment and prioritize professional development offerings based on a review of individual needs, Professional Growth Plans, longitudinal student data, goals in the ACSIP, and data obtained from student portfolios. Additionally, guidance to school leadership in a process to evaluate the impact and implementation of professional development offered and determine fiscal resources needed to meet professional development needs of district/school personnel will be provided.

As identified in the Scholastic Audit, Central High needs to develop vision, mission and belief statements that guide decision making and actions of leadership and staff. To this end, E2E Specialists will provide training and support to the district/school leadership, Board of Education, and community stakeholders as they collaboratively address the school's vision, mission and belief statements (Lezotte, L., 1991). This will include developing, communicating, reviewing, and revising elements necessary to ensure that alignment exists and progress will be monitored and reported to all stakeholders. The vision and mission of the school should serve as the foundation for designing instructional programs and filtering school improvement initiatives. Modifications are made as needed (Fullan, M., 2001).

To advance effective organizational and leadership skills for school leadership, E2E Specialists will initiate and facilitate collaboration among district/school leadership in the development, implementation, review and revision of administrators' growth plans focusing on skills that support teaching and learning, promote student achievement, and are aligned with ACSIP goals.

Utilizing the PLC format, E2E Specialists will facilitate collaboration between school leadership and stakeholders, including Educational Service Cooperative and State Specialty Team representatives, to regularly analyze student performance data and other relevant information that will inform programmatic and academic decisions which meet the needs of the school's diverse population (DuFour & Eaker, 1998).

E2E Specialists will assist school leadership in designing procedures that ensure training and easy access to Arkansas curriculum documents with opportunities for staff

to participate in internal and external curriculum development experiences. Additionally, a Curriculum Committee within the school will be created in order to build internal capacity; this committee will use as its guide the Arkansas standards based curriculum, materials, resources and technology. Procedures that minimize disruptions of instructional time will be an initial focus. Procedures will be put in place that ensure the allocation and equitable distribution of resources, focused on student learning and the school's learning goals. Additional funds, grants, will be sought. Procedures for monitoring and modifying the instructional programs, organizational practices and physical facilities to sustain improvement will be established. The School Improvement Specialist will facilitate district/school leadership discussions for the purpose of monitoring and modifying instructional programs, organizational practices and physical facilities as needed.

2) School Climate

E2E Specialists will assist and form committees consisting of school/district leadership and community members creating a School Improvement Team to assist the school in providing proactive assistance/guidance/support in the design of policy in effort to:

- ensure a safe/nurturing/healthy/orderly/equitable learning environment.
- establish and implement policies and operational procedures including a school-wide discipline plan to minimize disruptions to instruction.
- initiate partnerships with the community justice system and encourage active participation with school leaders in the equitable application of academic and behavior standards.
- initiate partnerships between school and community that design, initiate, and sustain authentic learning experiences and provide additional support structures such as mentors and after school programs.

E2E Specialists will provide guidance to district and school leadership in establishing policies and procedures that link teacher efficacy and student success by (Rosenthal & Jacobson, 1968):

- coaching school leaders and teachers on the practices necessary to systematically review/revise instruction in academic and behavioral standards so they are well defined, clearly communicated, and equitably applied throughout the learning environment (Joyce & Showers, 2002).
- utilizing Professional Learning Communities (PLCs) as the format to facilitate collaborative opportunities for reflection between certified and non-certified staff in order to study the connection between instructional practices and student successes. These opportunities will include analysis of data to determine if commitment to equity and appreciation of diversity through instructional delivery and design is being honored.
- providing job embedded professional development to teachers through modeling and PLC reflection activities in innovative strategies including appropriate praise, reinforcement, recognition and opportunities for interactions beyond the classroom that motivate students to high levels of achievement in all content areas (Marzano, 2001).

- facilitating collaboration between students and stakeholders to honor and exhibit quality student work in the community. Exemplary work and scoring rubrics will be displayed in all classrooms and used to guide student self reflection (Marzano, 2001).

E2E Specialists will ensure and support implementation of multiple strategies for frequent communication with parents regarding student progress by assisting district/school leadership to (Barth, 1990):

- exceed district policy and practice regarding communication about student progress regarding academics and behavior as a means of fostering a school culture of collaborative learning and dialogue.
- provide coaching for positive interactions with parents, while making specific student progress information secure and readily available in a variety of formats, including establishing specific times parents can easily contact teachers to discuss student progress.
- develop a systematic communications plan that guides effective written and face-to-face communication with all stakeholders, utilizing multiple strategies to disseminate information including web pages, presentations at civic organizations, PTA/PTO.

E2E Specialists will assist and support leadership in making decisions to maximize opportunities for all students by providing training in the development/revision of the school's mission/vision/ belief statements and evaluation of practices to determine consistency with statements (Starratt, 1995). Utilizing PLCs as a forum, development of skills that demonstrate a commitment to high expectations for all students in academic and extracurricular activities and to develop procedures for regularly and equitably recognizing and celebrating student accomplishments formally and informally will occur. (Northwest Regional Educational Laboratory, 2005).

3) Curriculum and Instruction

E2E Specialists will work side by side with district/school leadership and staff, to evaluate present taught curriculum and facilitate development for more effective and efficient implementation of the intended curriculum that is vertically and horizontally aligned in all areas. All instructional materials and resources will be aligned with the intended curriculum. Research-based practices will be utilized, instructional calendars will be developed, as well as lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning and higher order thinking. An age appropriate and differentiated/tiered curriculum that offers real- world learning experiences will be implemented.

E2E Specialists will facilitate PLC discussions as a means of continuous growth focused on analysis of student achievement to determine (DuFour & Eaker, 1998):

- professional development needs of instructional staff and school leadership
- the root cause of achievement gaps.
- alignment of students' learning goals for students with professional growth plans of staff and the ACSIP.
- proper use of online resources, (AETN, etc.) to enhance professional practice.
- the need for differentiated instruction within all schools and subpopulations.

Additionally, E2E Specialists will provide job embedded professional development, resources and support for school/district leadership and teachers to develop and fully implement PLCs within the school and between schools for the purpose of (DuFour & Eaker, 1998):

- vertical and horizontal curriculum articulation in all content areas.
- identifying curriculum gaps and overlaps.
- ongoing monitoring, evaluation and revision of the curriculum.
- communicating research-based practices for curriculum and instruction (Marzano, 2001).
- analyzing student performance data in making curricular improvement decisions.

Specialists will work directly with district staff to review existing curriculum policies/procedures. Recommendations for new policies and/or revisions will be made. Professional development on data analysis will be provided for administrators and staff. Criterion referenced test data will be analyzed and charted for growth.

4) Human Capital - Personnel and Professional Development

E2E Specialists will provide training to school leadership on ways to provide feedback to teachers in the use of authentic assessments and rubrics.

E2E Specialists will coach teachers in the development of lessons that provide opportunities for student reflection and articulation of learning goals. The use of teacher-to-student feedback and peer-to-peer feedback during classroom demonstration lessons (Marzano, 2001) will be modeled. Procedures will be established that ensure performance standards are clearly communicated with students and parents.

Classroom teachers will receive coaching, follow-up, and job embedded support in the implementation of high yield strategies, lesson design and delivery that includes content area and interdisciplinary connections from E2E Literacy and Mathematics Specialists. A review of Board policies regarding homework will be conducted and recommendations for revision will be made as needed.

E2E Specialists will provide professional development and coaching on (Joyce & Showers, 2002):

- the development of authentic classroom assessments aligned with Arkansas Academic Content Standards.
- multiple intelligences, preferred learning styles and instructional modifications.
- using multiple forms of data to identify gaps in the curriculum for all students and subgroups.
- protocols for analyzing student work across grade levels to inform and revise instruction.
- curriculum, pedagogy and classroom assessment to enhance student achievement and measure growth over time.

Demonstration lessons and/or professional development in the design of assessment tasks that are age and developmentally appropriate and allow students to demonstrate characteristics of rigorous work including models of student work that distinguish between various performance levels will be provided (Joyce & Showers, 2002).

Job embedded professional development and support to school leadership and teachers during PLC meetings and in the classroom to build capacity will be provided on:

- high yield instructional strategies (Marzano, 2001).
- lesson design and delivery that accommodates various learning styles.
- multiple intelligences and brain research to include learning activities that require students to complete assessment tasks that mirror state and national assessments.
- using inquiry learning as well as high order thinking and problem solving.
- standards based units of study and current research.
- protocols of analyzing student work in all content areas and grade levels.
- effective implementation of homework to include purpose, frequency, student perception, monitoring, authentic application, feedback and instructional follow-up that should follow assignments.
- collaboration between teachers as they develop units of study and lessons across content areas that are standards based and culturally responsive.

Job embedded professional development will be provided through classroom coaching and support of fully functioning PLCs that includes opportunities for continuous reflection, discussion, and processing of new learning (Reeves, D., 2005).

To build capacity with leadership and staff, E2E Specialists will provide professional development and job embedded coaching to facilitate:

- a distributed leadership model that builds capacity and maximizes the use of resources and data through local board of education training, teacher leaders training, collaborative meetings, and scheduled timely opportunities for specific feedback to teachers based on data obtained from Classroom Walkthroughs (Joyce & Showers, 2002).
- discussions with district ACSIP committee members, school leadership, stakeholders, school staff and students on establishing priorities for improving student academic performance and closing gaps among subpopulations.
- regularly planned instructional staff meetings on Arkansas Academic Content Standards for staff to share ideas, research and instructional strategies.

5) Scheduling and Learning Time

E2E Specialists will assist district/school leadership in developing and implementing a master schedule that:

- maximizes instructional time accomplishing the school's/district's mission.
- supports staff members as they use time as a resource and provide quality instruction to maximize student learning.
- gives priority to the developmental needs and learning styles of students

- ensures staff assignments, including instructional assistants' assignments are made to meet specific student needs based on analysis of student performance data.
- provides regular common team planning time by content area and/or grade level for the purpose of collaboration on ACSIP goals and objectives.
- makes room assignments to allow opportunities for resource sharing, mentoring, and collaboration among similar grade levels or subject areas.
- ensures students have ample access to Smart Core requirements.

A system of review for the following will be established:

- requests for events outside of the classroom during the instructional day to ensure they reinforce specific learning goals, extend classroom instruction and occur at appropriate curriculum points.
- an evaluation of the impact of team planning and PLCs on student performance to achieve ACSIP goals and objectives.
- a systemic, timely approach for the adjusting of schedules/policies as determined appropriate based on instructional needs and performance.
- teaching assignments/licensure to ensure appropriate teaching/grade level/content specific assignments.

E2E Specialists will provide training for ongoing monitoring of and assistance for the ethical administration of ACTAAP to include a testing schedule complete with assessment accommodations for students with special needs.

6) Student Support

E2E Specialists will support establishment of family friendly schools where parents are active partners in the educational process and where communication among home/school/community is proactive, regular and meaningful (Barth, 1990).

E2E Specialists will collaborate with and support school/district leadership and staff in:

- reviewing past and current community involvement procedures to develop an action plan that includes active, effective recruitment and involvement of parents, community members and minority representatives to serve on school committees in meaningful ways and to remove barriers to student learning.
- developing and implementing a plan including multiple opportunities for families and school staff to interact, such as family nights, technology nights, open house, etc.
- coordinating with community partners in designing programs and creating opportunities to maximize learning for all students, such as service learning projects.
- facilitating discussions including supplemental or remediation providers to identify gaps and overlaps in services and provide additional assistance from outside agencies.
- providing job embedded professional development and support to teachers as they select culturally sensitive instructional resources, to ensure a variety of appropriate, researched-based materials that actively engage students in learning (Joyce & Showers, 2002).

- evaluating all remediation and supplementary programs ensuring they are used effectively to support student achievement and are expanded or modified to meet the needs of participating students.
- creating a tiered intervention system to address the specific needs of students who are experiencing learning problems.
- analyzing the student record system and make recommendations to enhance or correct existing practices in order to ensure that it provides timely information relative to the student's academic and educational development in an organized manner.

E2E Specialists will partner with Central High to:

- ensure successful transition planning for students, with other institutions, to include the local 2 year college and alternative career options. Partnerships with local colleges to provide concurrent credit will be reviewed.

E2E Specialists will work with district staff to ensure collaborative opportunities exist horizontally/vertically across the district and between schools.

In order to meet the learning needs of a diverse student population, school leadership coaching and ongoing support in regularly monitoring classroom instruction to ensure that teachers plan and modify instruction based on student feedback will be provided. The effective use of technology for instructional purposes, as well as monitoring and the establishment of student centered instruction in the classroom will be evaluated during classroom observations and walkthroughs

*** Recruit, screen, and select external providers, applicable, to ensure their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);

The Helena-West Helena District piloted Elbow2Elbow in two schools from fiscal year 2008 to fiscal year 2010 during which time, two additional vendors were piloted in other schools. The district leadership reviewed the achievement gains made by schools who had E2E support as compared to the other vendors. Schools with E2E Specialist support made gains in student achievement above those of other vendors. In reviewing the district/school data the performance expectations with quarterly benchmarks were developed collaboratively between school/district leadership and E2E. The district leadership also considered the communication processes and the intensity of support provided by each vendor in making their decision.

*** Align other resources with the interventions

The district is committed to maintaining the Instructional Coaches and supporting their participation in the School Improvement Grant (SIG) activities and implementation of performance expectations.

The Professional Development Center and Coordinator will work hand in hand with E2E to ensure full implementation of SIG activities for professional development. The district will maintain the funding sources of activities as reflected in the ACSIP. Additionally, the Superintendent of Schools is committed to continue some form of Differential Pay for Performance at the end of the grant period as funds become available.

*** Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (language in collective bargaining) agreements and changes in decision-making policies and mechanisms);

The Helena-West Helena School District does not need to modify its Board policies at this time. School district leadership has identified several practices that will be modified to ensure full implementation of the interventions as outlined in the SIG application. Practices to modify at Central High include but are not limited to: full implementation of the Classroom Walk-Through protocol, more fully developed Professional Growth and Individual Improvement Plans for leadership and staff, effective lesson planning and delivery of instruction.

*** Sustain the reforms after the funding period ends

Grant funds will be used to transform Central High School and build capacity among its leadership and staff. At the end of the grant period, the principal will have developed the leadership skills necessary to effectively continue improvement efforts. As PLCs are established and fully functioning, staff will have an increased understanding of the power of utilizing data and effective teaching strategies.

Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and creating a culture of high expectations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

The school improvement plan requires that processes, procedures, training, and collaboration take place to support capacity growth for the system and school staff. Instructional and leadership growth will be paramount to sustain the change outlined in the plan.

The plan for improvement outlined in the grant provides a platform of support for teacher professional growth, instructional improvements, student support for achievement, and leadership responsibility. The plan will be embedded into the school's Title I school improvement plan.

A Project Manager will carefully monitor SIG implementation and provide written updates to the Superintendent and the Board of Education monthly. Throughout SIG implementation the district School Improvement Team, project manager, supporting

external partners, principal and school leadership team will meet at the beginning of each quarter to assess progress and make corrections as needed. Following the outline of the plan with deliberate implementation and fidelity will build a foundation for sustained reform at the end of the grant funding period. The use of a Project Manager will allow for weekly monitoring, ensuring the fidelity of the implementation of SIG activities making them day-to-day processes of school and system operations. Through these supports the focus for improvement will remain laser-like even though changes may occur in the attrition of personnel.

Instructional coaches will work with E2E Specialists and staff to establish practices that will be sustained after the grant funding ends. The principal will establish a plan for monitoring and ensuring an implementation that is consistent and pervasive.

The professional learning, tutoring, and overall student and teacher support will continue beyond the grant.

Since the main thrust of selecting E2E is to build capacity among existing school and district leadership and staff, the Helena-West Helena School District will be able to continue improvement practices once funding ends. By working closely with district/school leadership as well as the Professional Development Center Coordinator, best practices and support for school improvement will be sustained as implementation efforts not only continue at Central High but other underperforming schools in the district.

Changing the culture at Central High School to one of high expectations for leadership, staff and students will result in institutionalization of the practices making them become routine and embedded in day to day operations.

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier III Schools

No Tier III schools are being served.

SECTION B, PART 5:

ADE Timeline

| Task | Date To Be Completed |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| 1. Written and verbal notification to superintendents of LEAs eligible to receive a SIG 1003(g) grant. | Within a week of approval of ADE's SIG 1003(g) grant by USDOE. |
| 2. LEA's letter of intent to apply sent to SEA | February 28, 2011 |
| 3. Release LEA applications and guidelines for eligible applicants. | Within a week of approval of ADE's SIG 1003(g) grant by USDOE. |
| 4. LEA application due for Tier I and Tier II schools. | April 8, 2011 |
| 5. Application Review by ADE * Review process is on the following page. | April 11-21, 2011 |
| 6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2011-2012 school year. | April 22, 2010 |
| 7. LEA applications for Tier III schools due. | April 29, 2011 |

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| 8. Award funds to LEAs for Tier III schools. | May 13, 2011 |
| 9. Provide technical assistance for initial grant implementation. | April 2011 – June 2012 |

ADE REVIEW PROCESS:

A comprehensive rubric addressing each area of the school application and intervention models will be utilized to score the application and ensure that the LEA and school have the capacity to use school improvement funds to provide adequate resources and related supports. The application is divided into six sections. Two sections require general information. The remaining four sections have a maximum point value of 150 points. If an LEA receives a score of 0 on any section funding will not be granted. LEA applications will not be revised after the final due date. In order to be considered for funding an LEA application must receive at least 75 of the 150 points available. The LEA must submit a separate application for each school. A team of ADE staff members will review all LEA applications and assess the adequacy and appropriateness of each component. Team members will include Title I, school improvement, accountability, curriculum and assessment, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. The number of grants awarded will be based upon funding and application reviews. Grants will be prioritized based on the final scores of the comprehensive rubric review by the ADE team. Funding limitations prohibit Tier III schools from applying for this grant at this time. If future funding becomes available for Tier III schools they will be prioritized based on funding and application reviews.

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I, Tier II and Tier III school identified in Part A of the application.

April 2011 – June 2012 Pre-implementation

Please describe the monthly action steps the LEA will take to plan and prepare for the implementation of an intervention model.

| April | |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| May | Schedule 9 th Grade Academy training |
| June | <ul style="list-style-type: none">* Automated Media Center book checkout system ordered* Computers, electronic boards and iPads ordered* Accelerated Reader and STAR Reading ordered* Develop/Revise Teacher and Student Handbook* Contract with Elbow2Elbow for specified job embedded professional development services* Contract with Office of Education Policy for specified technical assistance services |

2011-12 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

| July | <ul style="list-style-type: none"> * Form District School Improvement Team * Hire Project Manager * Hire Parent Coordinator * Hire Literacy/Math/Science Coaches * Hire Graduation Coach * Hire Technology Coordinator * Hire Literacy Interventionist Coach * Initial meeting between E2E Educational Consulting, District School Improvement Team, and School Leadership Team to prepare for implementation * Automated Media Center book checkout installed * Accelerated Reader and STAR Reading Installed |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| August | <ul style="list-style-type: none"> * Initial meeting between Office of Education Policy, District Leadership and School Leadership regarding the Differential Pay for Performance Plan to be developed with staff input * Initial meeting between Office of Education Policy and Central High Staff to develop the Differential Pay for Performance Plan with staff input in developing teacher year end growth goals * Inventory current classroom libraries. Compile novel lists; books ordered per grade level * Conduct interest surveys of students/faculty/administration for purchase of periodicals for Media Center * Inventory current periodical subscription for Media Center and purchase periodicals * Begin 9th Grade Academy full implementation * District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members * Schedule weekly Central High School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * PLCs begin meeting weekly and establish their focus for the year * Data from state Benchmark and EOC exams analyzed and data walls created * School Improvement Specialist to review Arkansas' Smart Accountability Plan and ASCIP with Central High Leadership Team and plan for faculty and stakeholder input in ACSIP revisions * School Leadership develops and implements an incentive program for student attendance * Discipline committee created and school plan developed |

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| | <ul style="list-style-type: none"> * Graduation Coach to begin tracking students at risk - ongoing monthly throughout the year * Conduct two day New Teacher Orientation for teachers new to Central High * Survey teaching staff to determine needs for basic math and literacy supplies * Technology needs assessment conducted * Digital wiring replaced or repaired * Existing digital equipment is repaired or replaced * Computers installed, iPads delivered * Training for teachers/students on usage of iPad in mathematics and literacy classrooms * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Establish processes and procedures for special services teachers to support benchmark readiness for special services students * Establish processes and procedures for timely and accurate completion of portfolio assessments for special services students * Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers * Student incentive plan developed * Parent phone numbers entered into district parent notification system * Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning |
| September | <ul style="list-style-type: none"> * Training and support continued for teachers/students on usage of iPad in mathematics and literacy classrooms * Continue training on the Differential Pay for Performance Plan with staff * Develop Mentor/Mentee Program and train teachers on protocol for implementation * Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol * Create action plans for specific areas in need of improvement based on identified teacher and student needs * Principal, administrative support staff to develop a schedule and begin weekly classroom observations to include reflection conferences with teachers- ongoing throughout the year * E2E Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons * Schedule six Parental Involvement sessions to be offered throughout the year |

- * Continue to repair or replace any necessary digital equipment or internal connections
- * Technology integration support provided to teachers
- * Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place
- * Analyze instructional materials, resources, lesson design and delivery and multiple forms of data
- * Monitor and support student-centered instruction and development of individualized students plans to promote mastery ongoing throughout the year
- * Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects
- * Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Arkansas Academic Content Standards in Literacy and Mathematics
- * Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
- * Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines
- * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students
- * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students
- * Monitor and support implementation of required modifications of Individual Special Education Students IEP.
- * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting
- * Media Center novels ordered, processed and shelved
- * Books for Classroom Libraries ordered
- * Media book checkout system initial training for staff/students
- * Begin implementation of Accelerated Reader
- * Begin STAR testing
- * Convene faculty and other stakeholders to begin review and revision of ACSIP
- * Weekly Leadership Team meetings continue
- * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities
- * PLCs meet weekly
- * Technical assistance in effective instructional leadership practices provided to building

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| | <p>administrator Form Common Core Cadre from ELA, math, sci , ss, technical subject teachers and leadership; schedule monthly meetings</p> <p>Schedule monthly professional development devoted to Common Core</p> |
| October | <ul style="list-style-type: none"> * Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices * Media book checkout system initial training * Begin implementation of Accelerated Reader program * Inventory current Media Center subscriptions of periodicals * Media Specialist to conduct interest survey of students, staff and administrators regarding periodicals to purchase * Periodicals subscriptions completed, received, available to students/staff * Classroom library novels purchased, coded and available to students with checkout procedures developed and communicated to students * Media Center to develop and communicate checkout procedures to staff and students * Continue implementation of Arkansas' Smart Accountability Plan and revision of ACSIP as needed * Data from interim assessments analyzed and data walls updated * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Provide job embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation * Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Arkansas Academic Content Standards * Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students |

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| | <ul style="list-style-type: none"> * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Digital media received and inventoried * Technology walk-throughs conducted to assess technology integration in the classroom * Technology integration support provided to teachers * Complete STAR testing * Overview of transition to Common Core Standards for English/Language Arts and math-full faculty |
| November | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Develop an ACT Saturday Implementation Plan * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Continue implementation of Accelerated Reader in Media Center and begin implementation in all English classes * Review Media Center automated check-out system; second phase training conducted * Analyze data for the check out of new novels in Media Center and classroom libraries * Nonfiction print resources ordered for Media Center * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers * Schedule and implement introduction to Common Core Glossary of Key Terms- full faculty |

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| December | <ul style="list-style-type: none"> * Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Continue implementation and monitor Accelerated Reader program * Media Center automated check-out system analysis of usage * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers |
| January | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Continue implementation of Smart Accountability Plan and ACSIP * Data from interim assessments analyzed and data walls updated * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs * Principal, administrative support staff to continue weekly observations to include reflection |

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| | <p>conferences with teachers</p> <ul style="list-style-type: none"> * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * ACT Saturday School, 6 Saturdays leading up to the spring administration, begins and is organized for students scoring below 19 on the ACT * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Accelerated Reader implemented in all classrooms across the curriculum * Media Center analyzes data for periodicals, fiction and nonfiction print usage * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Mid year Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy * Monitor Accelerated Reader for usage; analyze report data * STAR testing * Schedule and implement overview of Common Core Released Performance tasks-ELA and math departments |
| February | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students |

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| | <ul style="list-style-type: none"> * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Continued implementation of Accelerated Reader * Media Center analyzes usage of print resources * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze Common Core Writing Samples |
| March | <ul style="list-style-type: none"> * Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP. * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Continue implementation of Accelerated Reader * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Conduct a digital equipment refresher training for students and teachers |

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| | <ul style="list-style-type: none"> * Technology integration support provided to teachers |
| April | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Continue implementation of Accelerated Reader and analysis of usage data * Media Center to complete the analyzation of the effective use of the automated check out system * Begin STAR post testing for Accelerated Reader * Media Center to review data on usage of periodicals, determine needs, orders placed for next school year * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Overview of Common Core Released Performance tasks for science, social studies, and technical subjects |
| May | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers |

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| | <ul style="list-style-type: none"> * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Complete post testing (STAR test) for Accelerated Reader * Media Center to analyze data on usage of periodicals, determine needs, orders placed for next school year * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Finalize initial Common Core Exemplar texts choices; purchase needed texts * Analyze Common Core Writing Samples |
| June | <ul style="list-style-type: none"> * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Analyze any available data from Benchmarks and EOCs * Office of Education Policy to compute year end growth and bonus amounts * Determine scheduling and staffing needs to transition the beginning phases of implementation into Common Core |
| July | <ul style="list-style-type: none"> * Analyze increased funding needed for implementation of Common Core elements for 2012-2013 * Office of Education Policy to compute year end growth and bonus amounts * Determine staffing, scheduling, funding and resource needs for initial phase of Common Core implementation |

2012-13 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

| July | <ul style="list-style-type: none"> * Office of Education Policy will calculate Differential Performance Pay and develop Teacher Report Cards for staff at Central High |
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| August | <ul style="list-style-type: none"> * Office of Education Policy will submit Teacher Report cards indicating amounts to be paid to each staff member based on gains in student achievement, ratings on teacher evaluations and teacher attendance for the 2012-2013 school term. * Initial meeting between Office of Education Policy and Central High Staff to develop the Differential Pay for Performance Plan Teacher year end growth goals. * Inventory current classroom libraries. Compile novel lists; books ordered per grade level * Conduct interest surveys of students/faculty/administration for purchase of periodicals for Media Center. * Inventory current periodical subscriptions for Media Center and purchase periodicals * District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members. * Schedule weekly Central High School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * PLCs begin meeting and establish a instruction focus for the year * Data from state Benchmark and EOC exams analyzed and data walls created * School Improvement Specialist to review Arkansas' Smart Accountability Plan and ASCIP with Central High Leadership Team and plan for faculty and stakeholder input in ACSIP revisions. * School Leadership reviews and revises the incentive program for student attendance * Discipline committee reconvenes to review and amend school plan * Graduation Coach to begin tracking at risk students * Conduct two day New Teacher Orientation for teachers new to Central High * Survey teaching staff to determine needs for basic math and literacy supplies * Technology needs assessment conducted * Digital wiring replaced or repaired * Existing digital equipment is repaired or replaced * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * PLCs meet weekly |

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| | <ul style="list-style-type: none"> * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Establish processes and procedures for special services teachers to support benchmark readiness for special services students. * Establish processes and procedures for timely and accurate completion of portfolio assessments for services students. * Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers. * Student incentive plan revised as needed * Parent phone numbers entered into district parent notification system * Accelerated Reader implementation in all core classrooms - ongoing monthly * Begin STAR testing * Media Center Automated Checkout system training for teachers/students * Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning * Revise Common Core Cadre as needed; schedule weekly meetings * Schedule professional development devoted to Common Core implementation * Schedule Common Core modeling of curricular units and/or key instructional pieces in math and ELA classrooms |
| September | <ul style="list-style-type: none"> * Training for and teachers/students on usage of iPad in mathematics and literacy classroom * Continue training on the Differential Pay for Performance Plan with staff * Review Mentor/Mentee Program and train teachers on protocol for implementation * Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol * Create action plans for specific areas in need of improvement based on identified teacher and student needs * Principal, administrative support staff to continue weekly classroom observations to include reflection conferences with teachers * E2E Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons * Plan the first of six Parental Involvement/Engagement sessions * Continue to repair or replace any necessary digital equipment or internal connections * Technology integration support provided to teachers * Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place |

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| | <ul style="list-style-type: none"> * Analyze instructional materials, resources, lesson design and delivery and multiple forms of data * Monitor and support student-centered instruction and development of individualized student plans to promote mastery - ongoing throughout the year * Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects * Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Arkansas Academic Content Standards in Literacy and Mathematics * Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines. * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Books for Classroom Libraries ordered * Convene faculty and other stakeholders to begin review and revision of ACSIP * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * PLCs meet weekly * Technical assistance in effective instructional leadership practices provided to building administrator * Determine PD needed to develop Common Core content -area expertise in English/Language Arts and math * Core teacher leaders from ELA, math, science, social science and technical subjects * Schedule grade level meetings based on Common Core Unit requirements |
| October | <ul style="list-style-type: none"> * Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices * Inventory current Media Center subscriptions of periodicals |

- * Media Specialist to conduct interest survey of students, staff and administrators regarding periodicals to purchase
- * Periodical subscriptions completed, received, available to students/staff
- * Classroom library novels purchased, coded, and available to students with checkout procedures developed and communicated to students
- * Continue implementation of Arkansas' Smart Accountability Plan and revision of ACSIP as needed
- * Data from interim assessments analyzed and data walls updated
- * Weekly Leadership Team meetings continue
- * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.
- * Technical assistance in effective instructional leadership practices provided to building administrator
- * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol.
- * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers
- * Discipline Plan monitored by committee, data analyzed , adjustments made as needed
- * Provide job-embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
- * Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Arkansas Academic Content Standards
- * Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
- * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students
- * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students
- * Monitor and support implementation of required modifications of Individual Special Education Students IEP
- * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting
- * PLCs meet weekly
- * Digital media received and inventoried
- * Computers and electronic boards installed
- * Technology walk-throughs conducted to assess technology integration in the classroom
- * Technology integration support provided to teachers
- * Determine Common Core ELA and math units to be piloted

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| November | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Develop an ACT Saturday Implementation Plan * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Continue implementation of Accelerated Reader in Media Center and begin implementation in all English classes * Review Media Center automated checkout system * Analyze for the checkout of new novels in Media Center and classroom libraries * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers * STAR testing * Vertical alignment of piloted units * Schedule technology training as needed to implement Common Core units being piloted |
| December | <ul style="list-style-type: none"> * Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. *Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers |

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| | <ul style="list-style-type: none"> * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Continue implementation and monitor Accelerated Reader program * Media Center automated checkout system analysis of usage * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers * Overview of Common Core model lessons to facilitate transitioning into science, social studies and technical subjects |
| January | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Continue implementation of Smart Accountability Plan and ACSIP * Data from interim assessments analyzed and data walls updated * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * ACT Saturday School, 6 Saturdays leading up to the spring administration, begins and is organized for students scoring below 19 on the ACT * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for |

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| | <p>special education students</p> <ul style="list-style-type: none"> * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes data for periodicals, fiction and nonfiction print usage * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Mid year Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy * Present Common Core Pilot Units in target classes * Develop Common Core Pacing Guide for ELA and math |
| February | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Continue implementation of Accelerated Reader * Media Center analyzes usage of print resources * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty |

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| | <ul style="list-style-type: none"> * Technology integration support provided to teachers * STAR testing * Begin Total Instructional Alignment of Common Core units for ELA and math |
| March | <ul style="list-style-type: none"> * Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Continue implementation of Accelerated Reader * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Conduct a digital equipment refresher training for students and teachers * Technology integration support provided to teachers * Plan Common Core Summer Institute * Develop Common Core Pacing Guides that mesh science, social studies, and technical subjects into ELA and math |
| April | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities |

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| | <ul style="list-style-type: none"> * Technical assistance in effective instructional leadership practices provided to building administrator * Principals, administrative support to continue weekly observations to include reflection conferences with teachers * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Continue implementation of Accelerated Reader and conduct an analysis of usage data * Media Center to complete the analyzation of the effective of the automated checkout system * Begin STAR post testing for Accelerated Reader * Media Center to review data on usage of periodicals, determine needs, orders placed for next school year * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * District vertical alignment of Common Core Pacing Guides for 2013-2014 |
| May | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special servcies students * Monitor and support implementation of required modifications of Individual Special Education |

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| | <p>Students IEP</p> <ul style="list-style-type: none"> * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Complete post testing (STAR test) for Accelerated Reader * Media Center to analyze data on usage of periodicals, determine needs, orders placed for next school year * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers* Determine materials needed for Common Core implementation; place orders |
| June | <ul style="list-style-type: none"> * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Analyze any available data from Benchmarks and EOCs * Office of Education Policy to compute year end growth and bonus amounts |
| July | <ul style="list-style-type: none"> * Office of Education Policy to analyze student achievement data and develop Teacher Report Cards |

2013-14 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

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| August | <ul style="list-style-type: none"> * Office of Education Policy will submit Teacher Report cards indicating amounts to be paid to each staff member based on gains in student achievement, ratings on teacher evaluations and teacher attendance for the 2013-2014 school term * Initial meeting between Office of Education Policy, District Leadership and School Leadership regarding the Differential Pay for Performance Plan to be developed with staff input * Initial meeting between Office of Education Policy and Central High Staff to develop the Differential Pay for Performance Plan with staff input in developing teacher year end growth goals * Inventory current classroom libraries. Compile novel lists; books ordered per grade level * Conduct interest surveys of students/faculty/administration for purchase of periodicals for Media Center * Inventory current periodical subscription for Media Center and purchase periodicals * District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members * Schedule weekly Central High School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * PLCs begin meeting weekly and establish instructional focus for the year * Data from state Benchmark and EOC exams analyzed and data walls created * School Improvement Specialist to review Arkansas' Smart Accountability Plan and ASCIP with Central High Leadership Team and plan for faculty and stakeholder input in ACSIP revisions * School Leadership develops and implements an incentive program for student attendance * Discipline committee created and school plan developed * Graduation Coach to begin tracking at risk students * Conduct two day New Teacher Orientation for teachers new to Central High * Survey teaching staff to determine needs for basic math and literacy supplies |

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| | <ul style="list-style-type: none"> * Technology integration support provided to teachers * Digital wiring replaced or repaired * Existing digital equipment is repaired or replaced * Student/Teacher computers, iPads, electronic boards ordered * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * PLCs meet weekly * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Establish processes and procedures for special services teachers to support benchmark readiness for special services students * Establish processes and procedures for timely and accurate completion of portfolio assessments for services students * Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers * Student incentive plan developed * Parent phone numbers entered into district parent notification system * Parental involvement sessions planned * Accelerated Reader implemented in all core classrooms - ongoing monthly * Begin STAR testing * Revise Common Core Cadre; schedule weekly meetings * Schedule Common Core professional development * Review/revise 2012-2013 Common Core Pilot units implemented in ELA and math classes |
| September | <ul style="list-style-type: none"> * Complete STAR testing * Training for teachers/students on usage of iPad in mathematics and literacy classroom * Continue training on the Differential Pay for Performance Plan with staff * Develop Mentor/Mentee Program and train teachers on protocol for implementation * Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol * Create action plans for specific areas in need of improvement based on identified teacher and student needs * PLCs meet weekly |

- * Principal, administrative support staff to continue weekly classroom observations to include reflection conferences with teachers
- * E2E Specialists to engage teachers in reflective feedback following classroom observations/modelled lessons
- * Continue to repair or replace any necessary digital equipment or internal connections
- * Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place.
- * Analyze instructional materials, resources, lesson design and delivery and multiple forms of data
- * Monitor and support student-centered instruction and development of individualized students plan to promote mastery ongoing throughout the year
- * Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects
- * Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Arkansas Academic Content Standards in Literacy and Mathematics
- * Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
- * Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines
- * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students
- * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students
- * Monitor and support implementation of required modifications of Individual Special Education Students IEP
- * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting
- * Books for Classroom Libraries ordered
- * Convene faculty and other stakeholders to begin review and revision of ACSIP
- * Weekly Leadership Team meetings continue
- * District School Improvement Team meeting to review SIG implementation. The Project Manager will

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| | <p>provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.</p> <ul style="list-style-type: none"> * Repeat revised Common Core Pilot units in all ELA and math classes * Design additional units incorporating all curricular areas |
| October | <ul style="list-style-type: none"> * Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices * Inventory current Media Center subscriptions of periodicals * Media Specialist to conduct interest survey of students, staff and administrators regarding periodicals to purchase * Periodical subscriptions completed, received, available to students/staff * Classroom library novels purchased coded and available to students with checkout procedures developed and communicated to students * Media Center to develop and communicate checkout procedures to staff and students * Continue implementation of Arkansas' Smart Accountability Plan and revision of ACSIP as needed * Data from interim assessments analyzed and data walls updated * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers - ongoing throughout the year * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Provide job-embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation * Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Arkansas Academic Content Standards * Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Develop instructional calendars, lesson plans and individual student plans that are prioritized and |

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| | <p>sequenced to promote mastery learning</p> <ul style="list-style-type: none"> * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Digital media received and inventoried * Computer and electronic boards installed * Technology walkthroughs conducted to assess technology integration in the classroom * Technology integration support provided to teachers * Research additional inclusions of technology to enhance Common Core Pilot units |
| November | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Develop an ACT Saturday Implementation Plan * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting |

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| | <ul style="list-style-type: none"> * PLCs meet weekly * Review Media Center automated checkout system with students and staff * Analyze for the checkout of new novels in Media Center and classroom libraries * Nonfiction print resources ordered for Media Center * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers * Begin STAR testing * Continue analysis of Common Core pacing guides, total instructional alignment documents, and student products |
| December | <ul style="list-style-type: none"> * Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Monitor Accelerated Reader program * Media Center automated checkout system analysis of usage * Continue to monitor functionality of digital equipment and repair as needed |

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| | * Technology integration support provided to teachers |
| January | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Continue implementation of Smart Accountability Plan and ACSIP * Data from interim assessments analyzed and data walls updated * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * ACT Saturday School, 6 Saturdays leading up to the spring administration, begins and is organized for students scoring below 19 on the ACT * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Accelerated Reader implemented in all classrooms across the curriculum * Media Center analyzes data for periodicals, fiction and nonfiction print usage * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Mid year Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy |

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| February | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Continued implementation of Accelerated Reader * Begin STAR testing * Media Center analyzes usage of print resources * PLCs meet weekly * Technology walk-through conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze available Common Core testing information |
| March | <ul style="list-style-type: none"> * Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection |

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| | <p>conferences with teachers</p> <ul style="list-style-type: none"> * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Continue implementation of Accelerated Reader * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Conduct a digital equipment refresher training for students and teachers * Technology integration support provided to teachers * Participate in Mock Common Core testing; analyze results, create data walls |
| April | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Principals, administrative support to continue weekly observations to include reflection conferences with teachers * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students |

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| | <ul style="list-style-type: none"> * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Continue implementation of Accelerated Reader and conduct an analysis of usage data * Media Center to complete the analyzation of the effectiveness of the automated checkout system. * Begin STAR post testing for Accelerated Reader * Media Center to review data on usage of periodicals, determine needs, orders placed for next school year * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Design and implement remediation based on Mock Common Core results |
| May | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Complete post testing (STAR test) for Accelerated Reader * Media Center to analyze data on usage of periodicals, determine needs, orders placed for next |

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| | <p>school year.</p> <ul style="list-style-type: none"> * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Initial Common Core Testing in ELA and math |
| June | <ul style="list-style-type: none"> * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Analyze any available data from Benchmarks and EOCs * Office of Education Policy to compute year end growth and bonus amounts * Analyze Common Core Testing results as available; create data walls |
| July | <ul style="list-style-type: none"> * Office of Education Policy to compute year end growth and bonus amounts * Office of Education Policy to complete year end evaluation of effectiveness of the program |

SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

List planning meetings the school has with departments (e.g. special education, transportation) or other schools in the LEA.

| Date | Department | Attendees | |
|------------------|------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| | | Name | Position |
| February 9, 2011 | Faculty Meeting | All Certified Staff | Staff/Administrators |
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| March 2, 2011 | Faculty Meeting | All Certified Staff | Staff/Administrators |
| | | | |
| | | | |
| | | | |
| March 7, 2011 | Leadership Team | Maurice Smith | Principal |
| | | Bobbie Clifton, Charles McGhee, Cora Cummins, Susan Reich, Madilyn Lambert, | Instructional Specialist, Counselor, Consultant, Literacy Instructional Facilitator |
| | | Lora Radford | Math Instructional Facilitator |
| | | Earnest Simpson | Asst. Principal |
| March 14, 2011 | Leadership Team | Maurice Smith | Principal |
| | | Bobbie Clifton, Lora Radford, Earnest Simpson, Charles McGahee, Marilyn Lambert, Aretha Jackson, Dr. Donna Gordy | Instructional Specialist, Math Coach, Asst. Principal, Counselor, Instructional Facilitator, Parent Facilitator, Consultant |
| | | | |
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| March 14, 2011 | Federal Programs | Maurice Smith | Principal |
| | | Bobbie Clifton | Instructional Specialist |

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| | | Ardelia Echols | Federal Programs Coordinator |
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C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools: and
- Implement intervention activities for each Tier III school it commits to serve.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000. Each school can receive no more than \$6,000,000 over three years.

Please note that for a given required criteria, the estimated budget amounts may differ each year depending on your needs and progress in the implementation process. These amounts may be amended in subsequent years based on your actual needs.

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Central High School

Tier 1

Total 3-Year Budget \$5,386,914

Pre-Implementation:

SIG funds used for pre-implementation must be tied to the model being selected. These are some examples of potential activities.

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans.
- Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model
- Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and developing student assessments.
- Train staff on the implementation of new or revised instructional programs and policies that is aligned with the school's comprehensive instructional plan and the school's intervention model.
- Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

All of the SIG funds an LEA uses in a Tier I or Tier II school must be used to support the LEA's implementation of one of the four school intervention models, each of which represents a comprehensive approach to addressing the particular needs of the students in a school as identified through the LEA's needs assessment. Accordingly, in determining whether a particular proposed use of SIG funds is allowable, an LEA should consider whether the proposed use is directly related to the full and effective implementation of the model selected by the LEA, whether it will address the needs identified by the LEA, and whether it will advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools. In addition, in accordance with general cost principles governing the SIG program, an SEA must ensure that a proposed use of funds is reasonable and necessary. Further, an LEA must consider whether the proposed use of SIG funds would run afoul of the —supplement not supplant requirement— i.e., for a school operating a schoolwide program, the school must receive all of the non-Federal funds it would have received if it were not operating a schoolwide program, including all non-Federal funds necessary for the operation of the school's basic educational program.

Please check ☒ any budget activity that is part of your pre-implementation and use the first column under year 1 for the budgeted amount.

| TURNAROUND MODEL | YEAR 1 | | YEAR 2 | YEAR 3 |
|-------------------------------------------------------------------------------------|---------|--|--------|--------|
| | Pre-Imp | | | |
| <input type="checkbox"/> 1. Developing teacher and school leader effectiveness | | | | |
| <input type="checkbox"/> Select a new principal | | | | |
| <input type="checkbox"/> Make staff replacements | | | | |
| <input type="checkbox"/> Support required, recommended and diagnostic strategies | | | | |
| <input type="checkbox"/> Change and sustain decision making policies and mechanisms | | | | |
| <input type="checkbox"/> Change and sustain operational practices | | | | |
| <input type="checkbox"/> Implement local evaluations of teachers and principal | | | | |
| Additional options (specify) Any of the required and permissible activities | | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |

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| Subtotal | | | | |
| <input type="checkbox"/> 2. Reforming instructional programs | | | | |
| <input type="checkbox"/> Develop data collection and analysis processes | | | | |
| <input type="checkbox"/> Use data to drive decision making | | | | |
| <input type="checkbox"/> Align curriculum vertically and horizontally | | | | |
| Additional options (specify) Any of the required and permissible activities | | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| Subtotal | | | | |
| <input type="checkbox"/> 3. Increasing learning time and creating community-oriented schools | | | | |
| <input type="checkbox"/> Increase learning time (extended day, week, or year) | | | | |
| <input type="checkbox"/> Develop community partnerships that support the model | | | | |
| <input type="checkbox"/> Implement parent and community involvement strategies for ongoing engagement and support | | | | |
| Additional options (specify) Any of the required and permissible activities | | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| Subtotal | | | | |
| <input type="checkbox"/> 4. Flexibility and Sustain Support | | | | |
| <input type="checkbox"/> Implement a comprehensive approach to school transformation | | | | |
| <input type="checkbox"/> Ongoing, intensive professional development and technical assistance from the LEA and the SEA | | | | |
| Additional options (specify) Any of the required and permissible activities | | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |

| Restart Model | YEAR 1 | | YEAR 2 | YEAR 3 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--|--------|--------|
| | Pre-Imp | | | |
| <input type="checkbox"/> Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process | | | | |
| <input type="checkbox"/> Enroll, within the grades it serves, any former student who wishes to attend the school. | | | | |
| <input type="checkbox"/> LEA-activities designed to support implementation of the restart model | | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| Total | | | | |

| TRANSFORMATION MODEL | YEAR 1 | | YEAR 2 | YEAR 3 |
|--------------------------------------------------------------------------------------------|-----------|--|--------|--------|
| | Pre - Imp | | | |
| <input type="checkbox"/> Select a new principal | | | | |
| <input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools | | | | |
| <input checked="" type="checkbox"/> Recruit, place and retain staff | 8,400 | | 8,400 | 8,400 |
| <input type="checkbox"/> Select new staff | | | | |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> Replace staff deemed ineffective | | | | |
| <input type="checkbox"/> Negotiate collective bargaining agreements | | | | |
| <input type="checkbox"/> Support for staff being reassigned | | | | |
| <input type="checkbox"/> Retaining surplus staff | | | | |
| <input type="checkbox"/> Create partnerships to support transformation model | | | | |
| <input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital | | | | |
| <input type="checkbox"/> Adopt a new governance structure | | | | |
| <input checked="" type="checkbox"/> High-quality, job-embedded professional development | | 531,000 | 531,000 | 531,000 |
| <input type="checkbox"/> Implementing data collection and analysis structures | | | | |
| <input type="checkbox"/> Increase learning team (extended day, week, and/or year) | | | | |
| <input checked="" type="checkbox"/> Student supports (emotional, social, and community-based) | | 4,800 32,900 1,500 | 4,800 32,900 1,500 | 4,800 32,900 1,500 |
| Additional options (specify) Any of the required and permissible activities under the transformational of new school model | | | | |
| <input checked="" type="checkbox"/> Contract amount with Office of Education Policy for technical assistance on Differential Performance Pay Component | 22,000 | | 22,000 | 22,000 |
| Differential Performance Pay Component (Award amount maximum of \$5,000 x 61 certified staff x \$1,000 x 25 classified staff) | | 330,000 | 330,000 | 330,000 |
| ACT Saturday Academy -E2E/ACT Instructors- 6 weeks | | 10,800 | 10,800 | 10,800 |
| ACT prep materials -Instructivision -(bundle for \$80 x 150 students= 12,000 + 1,200 tax + 400 shipping) | | 13,600 | 13,600 | 13,600 |
| ACT student workbooks (\$10 x 150 students = 1,500 + 150 tax + 200 shipping) | | 1,850 | 1,850 | 1,850 |
| <input checked="" type="checkbox"/> 9th Grade Academy training and materials Year 1 - AVID Membership Fee \$3,255; summer institute \$5,600; AVID libraries \$4,915; Tutor Cost (4 tutors for one AVID elective class of 30 students- \$10/hour x 3 hours/week x 36 weeks x 4 paid college tutors x | 22,770 | 4,320 | | |

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| 1 class) \$4,320; AVID District Professional Service Fee year 1 \$9,000 | | | | |
| Year 2 - AVID membership fee \$3,420; AVID Summer Institute \$3,675; Tutor cost for 4 tutors for two AVID elective classes of 30 students at \$10/hour x 3 hours/week x 36 weeks x 4 paid college tutors x 2 classes) \$8,640; AVID District Professional Service fee \$6,000 | | | 21,735 | |
| Year 3 - AVID membership fee \$3,590; AVID Summer Institute \$3,850 Tutor cost for 4 tutors for two AVID elective classes of 30 students at \$10/hour x 3 hours/week x 36 weeks x 4 paid college tutors x 2 classes) \$8,640 | | | | 16,080 |
| 9th Grade Academy Eight Habits of the Heart Books by Clifton Taulbert - 150 students x \$25.00 each = \$3,750 + \$70 shipping) | 3,820 | | 4,000 | 4,200 |
| Motivational Speaker, Clifton Taulbert - New Year Kick Off speaker Fee and travel (two sessions - August, 2011 and January, 2012) | | 13,000 | | |
| Building Academic Motivational Enhancements (such as College Banners and Motivational Posters for two buildings) | | 17,000 | 10,000 | 5,000 |
| 9th Grade Academy Director to support implementation and oversee Academy operations (\$46,368 salary + \$11,592 benefits = \$57,960); yearly | | 57,960 | 57,960 | 57,960 |
| Renaissance Learning Successful Reading Intervention Program | | 18,350 | | |
| <input checked="" type="checkbox"/> Children's Defense Fund Freedom School 5 week Summer Program - 50 incoming 9th grade students . Instructors for the program are provided through enrollment and participation in the program by the | | | 60,000 | 62,000 |

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| Children's Defense Fund organization. Year 2-3 | | | | |
| Freedom School - Field Experiences - 4 local trips 50 students \$1,200; 1 three day culminating trip to Martin Luther King Center in Atlanta, GA; 50 students & 5 sponsors; \$3,500 charter bus, \$8,250 lodging, \$4,125 meals = \$15,875 yr 2 and \$15,875 yr 3 | | | 17,075 | 17,075 |
| Service Learning projects for 50 days x \$25 stipend for one person, two hours = \$2,500; project supplies and materials \$20,000; transportation cost of \$120 x 20 days = \$2,400) | | 24,900 | 24,900 | 24,900 |
| College Field trips for Seniors (Transportation for 4 trips \$1,200; \$10 meals x for 70 students per trip = \$700) | | 1,900 | 1,900 | 1,900 |
| Field Experiences - Saturdays/After School 4 trips 75 students - \$120 per trip for bus and driver fee x 4 trips = \$480, meals for 75 students & 2 sponsors = \$770 x 4 trips = \$3,080 - cultural opportunities throughout the school year to increase student learning, attendance and behavior by adding relevance and authentic experiences in the core areas (ie. trips to the Orpheum Theater, Playhouse on the Square in Memphis, TN to connect the literature our students are reading to real live performance) | | 3,080 | 3,080 | 3,080 |
| LEA-activities designed to support implementation of the transformation model | | | | |
| Technology: iPads for Literacy and Math classrooms (120 iPads and 4 secure storage/charging carts - year 2-3 iPad replacement costs only) | 67,879 | | 5,000 | 10,000 |
| iPad Apps for download 120 iPads x \$40 = 4,800) | | 4,800 | 4,800 | 4,800 |
| 4 Macbook computers to sync with iPads | 6,400 | | | |
| 10 Media Center Computers and headphones (Headphones replaced yr | 10,600 | | 600 | 600 |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------|--------|--------|
| 2 and 3) - \$1,000 x 10 computers = \$10,000 year 1; \$60 x 10 headphones = \$600 yearly | | | | |
| 36 computers (2 x 18 core classrooms) year 1; 36 computers year 3; \$1010 per computer x 36 = \$36,360 year 1 and year 3 | 36,360 | | | 36,360 |
| 5 Electronic Boards for core classrooms (5 boards at \$4,040 each) | 20,200 | | | |
| Atrium Library/Media Checkout Automation - 2 Media Centers - Initial Cost and annual license fee \$16,800; update library titles \$100,000 x 2 Media Centers = \$200,000 (library titles \$75,000 yr 1; \$50,000 year 2); purchase classroom library book sets for 8 core classrooms x \$15 per book = \$36,000 year 1 and year 3; replacement costs year 2; Annual Atrium renewal license fee \$595 | 16,800 | 186,000 | 80,595 | 38,795 |
| Smartboard training for up to 10 people | | 1,800 | | |
| Media Specialists stipend for 2 Media Specialist to work for 5 days in July to automate libraries \$200 per day = \$2,000 | 9,500 | 2,000 | 5,000 | 5,000 |
| Accelerated Reader software and STAR Reading software(initial purchase and renewals) | | | 1,800 | 1,800 |
| Professional Library for teachers/administrators 50 books x \$50 per book = \$2,500; Professional books for PLC book study sessions 36 books X \$50 = \$1,800 Total yr 1 \$4,300 | | 4,300 | | |
| Year 2 -3 Book study selections \$1,800 each year - Total \$3,600 | 8,000 | | | |
| 2 Computer Servers for Atrium automated checkout systems \$4,000 x 2 = \$8,000 | | | 1,000 | 1,000 |
| | | 1,000 | | |

| | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|-----------|-----------|
| Periodicals for library | | | | |
| Literacy, Math and Science Teacher Materials and Supplies (year 1- 658 students x \$50.00 x 3 core areas =\$98,700); Year 2 658 students x \$25 per student x 3 core areas (yr 2 and yr 3 - 658 students x \$25.00 per student x 3 core areas = \$49,350) | | 98,700 | 49,350 | 49,350 |
| Math Coach (\$46,368 salary + 11,592 benefits = \$57,960) | | 57,960 | 59,119 | 60,302 |
| Literacy Coach (\$46,368 salary + 11,592 benefits = \$57,960) | | 57,960 | 59,119 | 60,302 |
| Science Coach (\$46,368 salary + 11,592 benefits = \$57,960) | | 57,960 | 59,119 | 57,960 |
| Literacy Interventionist (\$46,368 salary + \$11,592 benefits = \$57,960) | | 57,960 | 59,119 | 57,960 |
| Project Manager (\$16,550 salary x \$4,138 benefits = \$20,688) | | 20,688 | 21,102 | 21,524 |
| Parent Coordinator (\$16,550 salary x \$4,138 benefits= \$20,688) | | 20,688 | 21,102 | 21,524 |
| Technology Integration and Support (\$46,368 + benefits \$11,592) | | 57,960 | 59,119 | 60,302 |
| Graduation Coach | | 57,960 | 59,119 | 60,302 |
| Total | 232,729 | 1,754,696 | 1,702,563 | 1,696,926 |

Tier III:

Provide a budget that indicates the amount of SIG funds the school and LEA will use to support school improvement activities at the school or LEA level.

| Activity | Explanation | Amount |
|----------|-------------|--------|
| | | |
| | | |
| | | |
| | | |
| | . | |
| | | |

| | |
|-------|--|
| Total | |
|-------|--|

Budget Narrative:

Requirements

- Must include justification of cost estimates
- Must include description of large budget items
- Must be aligned with the budget table
- Must describe how funds from different sources will be utilized

All items below are being requested as a part of the School Improvement Grant. ACSIP will be the overall descriptor of other district funds that are being utilized at Central High School due to the limited availability of foundation aide dollars.

Recruit, place and retain staff:

2 Day New Teacher Orientation - 20 people x \$200 Stipend each day x 2 days = \$8,000
\$400 for supplies; Conducted yearly in August

High-quality, job embedded professional development:

Elbow2Elbow Educational Consulting to provide 295 of school based job-embedded professional development each year.
295 days x \$1,800 a day = \$531,000; yearly

Student Supports (emotional, social, and community-based):

\$4,800 - Parental Involvement/engagement activities; yearly

\$ 32,900 - Student Incentives for grades, attendance, behavior and Accelerated Reader (tshirts, calculators, supplies, books) yearly

\$ 1,500 - Portable phones for teachers to be checked out through the office for teacher use to communicate with parents in a private location.

Permissible Activities:

Contract amount with Office of Education Policy for technical assistance to include development of Teacher Report Cards and calculation of mid year and end of year data. Differential Performance Pay Component - \$22,000

Differential Performance Pay Component (Award amount maximum of \$5,000 x 61 certified staff x \$1,000 x 25 classified staff) - \$330,000 available for Maximum Payout. Amount not awarded will be reallocated for additional needed activities based on approval from ADE. The maximum amount available for the award will be \$330,000. yearly

\$10,800 - ACT Saturday Academy - E2E ACT Instructors- 6 weeks; yearly

\$13,600 - ACT prep materials -Instructivision -(bundle for \$80 x 150 students= 12,000 + 1,200 tax + 400 shipping)

\$1,850 - ACT student workbooks (\$10 x 150 students = 1,500 + 150 tax + 200 shipping; yearly

9th Grade Academy training and materials

Year 1 - AVID Membership Fee \$3,255; summer institute \$5,600; AVID libraries \$4,915; Tutor Cost (4 tutors for one AVID elective class of 30 students- \$10/hour x 3 hours/week x 36 weeks x 4 paid college tutors x 1 class) \$4,320; AVID District Professional Service Fee year 1 \$9,000 (Total \$27,090)

Year 2 - AVID membership fee \$3,420; AVID Summer Institute \$3,675; Tutor cost for 4 tutors for two AVID elective classes of 30 students at \$10/hour x 3 hours/week x 36 weeks x 4 paid college tutors x 2 classes) \$8,640; AVID District Professional Service fee \$6,000 (Total \$21,735)

Year 3 - AVID membership fee \$3,590; AVID Summer Institute \$3,850 Tutor cost for 4 tutors for two AVID elective classes of 30 students at \$10/hour x 3 hours/week x 36 weeks x 4 paid college tutors x 2 classes= \$8,640 (Total \$16,080)

9th Grade Academy Eight Habits of the Heart Books by Clifton Taulbert - 150 students x \$25.00 each = \$3,750 + \$70 shipping (Total year 1 - \$3,820; year 2 - \$4,000; year 3 - \$4,200)

Motivational Speaker, Clifton Taulbert - A New School Year Kickoff Speaker \$13,000 (2 sessions- August 2010; January 2011) Fee and travel expenses

9th Grade Academy Director to support implementation and oversee Academy operations (\$46,368 salary + \$11,592 benefits = \$57,960); yearly

Renaissance Learning Successful Reading Intervention Program \$18,350. To be used as a resource by the Literacy Inventionist (Reading Coach) who will work directly with students in small group and one on one settings.

Children's Defense Fund Freedom School 5 week Summer Program - 50 incoming 9th grade students . Instructors for the program are provided through enrollment and participation in the program by the Children's Defense Fund organization. Year 2-3 (Year 2 - \$60,000; Year 3 - \$62,000)

Freedom School - Field Experiences - 4 local trips 50 students \$1,200; 1 three day culminating trip to Martin Luther King Center in Atlanta, GA; 50 students & 5 sponsors; \$3,500 charter bus, \$8,250 lodging, \$4,125 meals = \$17,075 yr 2 and \$17,075 yr 3

Service Learning projects for 50 days x \$25 stipend for one person, for two hours of sponsorship= \$2,500; project supplies and materials \$20,000; transportation cost of \$120 x 20 days = \$2,400; yearly (Total: 24,900 yearly)

\$1,900 yearly - College Field trips for Seniors (Transportation for 4 trips \$1,200; \$10 for meals x 70 students per trip = \$700)

\$3,080 yearly- Field Experiences - Saturdays/After School- 4 trips 75 students - \$120 per trip for bus and driver fee x 4 trips = \$480, meals for 75 students & 2 sponsors = \$770 x 4 trips = \$3,080 - cultural opportunities throughout the school year to increase student learning, attendance and behavior by adding relevance and authentic experiences in the core

areas (ie. trips to the Orpheum Theater, Playhouse on the Square in Memphis, TN to connect the literature our students are reading to real live performances.)

Technology: iPads for Literacy and Math classrooms (120 iPads and 4 secure storage/charging crts \$67,879 year 1; \$5,000 replace costs year 2; iPad replacement costs only \$10,000 year 3

iPad Apps for download 120 iPads x \$40 = \$4,800 yearly

4 Macbook computers to sync with iPads \$1,600 x 4 = \$6,400 year 1

10 Media Center Computers and headphones (Headphones replaced yr 2 and 3) - \$1,000 for each computer; \$60 x 10 headphones = \$600. Replacement cost for headphones for year 2 and 3 only \$600 yearly. (Year 1 \$10,600; Year 2 \$600; Year 3 \$600)

36 computers (2 x 18 core classrooms) year 1; 36 computers year 3;
\$1,010 per computer x 36 = \$36,360 year 1 and year 3.

5 Electronic Boards for core classrooms (5 boards at \$4,040 each = \$20,200) year 1

Atrium Library/Media Checkout Automation - 2 Media Centers - Initial Cost and annual license fee \$16,800; update library titles \$100,000 x 2 Media Centers = \$200,000 (\$75,000 year 1; \$50,000 year 2 library titles); Classroom library book sets for 8 core classrooms x \$15.00 per book = \$36,000 yr 1 and 3, \$30,000 replace yr 2

Smartboard training for up to 10 people \$1,800

Media Specialists stipend for 2 Media Specialist to work for 5 days in July to automate libraries \$200 per day = \$2,000

Accelerated Reader software and STAR Reading software(initial purchase year 1 and renewals year 2-3) \$9,500 year 1; \$5,000 year 2; \$5,000 year 3.

Professional Library for teachers/administrators 50 books x \$50 per book = \$2,500; Professional books for PLC book study sessions 36 books X \$50 = \$1,800

2 Computer Servers for Atrium automated checkout systems \$4,000 x 2 = \$8,000

Periodicals for library \$1,000

Literacy, Math and Science Teacher Materials and Supplies (year 1- 658 students x \$50.00 x 3 core areas =\$98,700);
Year 2 658 students x \$25 per student x 3 core areas
(yr 2 and yr 3 - 658 students x \$25.00 per student x 3 core areas = \$49,350)

Yearly

Math Coach (\$46,368 salary + 11,592 benefits = \$57,960)
Literacy Coach (\$46,368 salary + 11,592 benefits = \$57,960)
Science Coach (\$46,368 salary + 11,592 benefits = \$57,960)
Literacy Interventionist (\$46,368 salary + \$11,592 benefits = \$57,960)
Project Manager (\$16,550 salary x \$4,138 benefits = \$20,688)
Parent Coordinator (\$16,550 salary x \$4,138 benefits= \$20,688)
Technology Integration and Support (\$46,368 + benefits \$11,592)
Graduation Coach (\$46,368 salary + \$11,592 benefits = \$57,960)
Increases 2% annually

D. ASSURANCES

STATEMENT OF ASSURANCES *SCHOOL IMPROVEMENT GRANT FUNDS - TITLE I, PART 1 SECTION 1003(g)*

By the signature of the Superintendent of Helena-West Helena School District
the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under section III of the final requirements.

Applicants receiving funding under the School Improvement Grant program must report to the ADE the following school-level data:

1. Number of minutes within the school year;
2. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
6. Discipline incidents,
7. Truants,
8. Distribution of teachers by performance level on an LEA's teacher evaluation system; and
9. Teacher attendance rate.

This data must be collected and reported at least annually. Data in items 2 through 7 must be disaggregated to the student subgroup level for each school within an LEA, with results for schools receiving School Improvement Funds reported in contrast to results for each other school within the LEA. Data for item 1 must be disaggregated to the grade level for each school within the LEA and reported in contrast to results for each other school within the LEA. Data for items 8 and 9 must be disaggregated to the individual teacher level for all teachers in schools receiving School Improvement Grant funding, and reported in contrast to results for each other school within the LEA.

Superintendent's Signature

Date

Superintendent's Printed Name

SECTION E:

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

Applicants must indicate which, if any, of the waivers below it intends to implement.

☐ To allow the State to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

☐ The State is requesting to permit LEA's to allow their Tier I and Tier II, Title I participating schools, that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to "start over" in the school improvement timeline. The school must request this waiver in the application for the School Improvement Grant.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

LEA Application Checklist
(Copy and complete a separate checklist for each school applying.)

School Name: Central High School

LEA #: 5403019

SECTION A, Part 1 General Information
☒ LEA Contact Information and Certification

SECTION A, Part 2 Schools to be Served
☒ Selection of Identified Schools

☒ Identification of Intervention Models

SECTION B, PART 1 Needs Assessment
☒ Develop a Profile of the School's Context

_____ Develop a Profile of the School's Performance

SECTION B, PART 2 LEA Capacities
☒ Selecting the Intervention Model and Partners for a Low-Achieving School

☒ Develop Profiles of Available Partners

☒ Determine Best-Fit Model and Partners

☒ Define Roles and Develop Contracts

☒ Forge Working Relationships

☒ Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
☒ Annual Goals

SECTION B, PART 4
☒ Proposed Activities

SECTION B, PART 5
☒ Timeline

SECTION B, PART 6

☒ LEA Consultation

SECTION C

☒ Budget

SECTION D

☒ Assurances

SECTION E

☒ Waivers

ATTACHMENTS (scanned or mailed):

- ☒ Signature Page (page 2 in the application is to be mailed)
- ☒ School Board Minutes Showing Approval of SIG 1003(g) Application
- ☒ Principal's Professional Growth Plan

Additional Resources

The following is a series of resources, which might be accessed to support writing for ARRA SIG funds.

<http://www2.ed.gov/programs/sif/faq.html>

<http://www.centerii.org>.

<http://www.centeroninstruction.org>

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID <http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

Reading Research Links

National Reading Panel

Publications

<http://www.nationalreadingpanel.org/Publications/publications.htm>

Center on Instruction

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end

Learning Point Associates

Focus on Adolescent Literacy instruction

<http://www.learningpt.org/literacy/adolescent/instruction.php>

International Reading Association

Adolescent Literacy focus

http://www.reading.org/resources/issues/focus_adolescent.html

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

<http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitResearchBrief.pdf>

The Leader in Me by Stephen R. Covey
How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time
www.TheLeaderinMeBook.com

Council of Chief State School Officers
Adolescent Literacy toolkit available at
http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/

Content Area Literacy Guide available at
http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf

Appalachia Regional Comprehensive Center (ARCC)
Adolescent Literacy toolkit available at
<http://www.arcc.edvantia.org/resources.php?toolkit=63>

The National Center for Education Evaluation and Regional Assistance
Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at
<http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html>